

GAGE AND CENTRAL COMMUNITY SCHOOL #3
The Green Design Community School
At the South Region HS #2

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1. EXECUTIVE SUMMARY (7 pages without footnotes)

A. Mission & Vision

State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

Green Design Community School Vision & Mission

The Green Design Community School (GDCS) empowers students to develop a commitment to the world around them by raising their "green" awareness and developing a capacity to actively participate in social change. Like each small school on the Gage and Central campus, the Green Design Community School educates within a progressive learning culture in which students learn about the nuances of their world while actively promoting their own intellectual and social growth.

Students at the Green Design Community School will acquire essential academic skills including critical thinking, team work, problem identification and decision making while exploring contemporary green issues from a legislative, environmental and urban planning perspective. Our goal is to prepare students to understand and act on issues of environmental sustainability at the local, national and global levels. By their third year at the Green Design Community School, students will be immersed in an academic program that both ensures mastery of basic and advanced academic competencies and encourages pro-green, life-long environmental stewardship and sustainability practice.

The mission of the Green Design Community School is to use environmental studies to deepen students' understanding of their role in the world while motivating all students—regardless of background—to invest in their own education and develop the skills that will facilitate life-long success in college, career and family. The Green Design Community School reaches this mission by providing students with a strong academic foundation that empowers them to feel confident in envisioning sustainable, healthy futures in which they reach both their personal goals and participate in making the world a better place.

The Green Design Community School Educational Experience

The Green Design Community School provides students the opportunity to actively participate in creating positive change concerning the economic and environmental footprint we leave on our world. With a focus on addressing environmental challenges through systems thinking and team work, each student will have the opportunity to consider what type of solutions will advance human, cultural and environmental well-being. At the Green Design Community School students become engaged in learning about local environmental issues and solutions, equip themselves with community organizing skills through the specialized Green Ambassador curricula, and empower their own communities to understand the issues and implement the solutions through events and presentations, including events for students in nearby elementary schools.

Graduates of the Green Design Community School will leave with the intellectual tools to understand some of the largest challenges facing the planet and the social skills required to practice sustainability. Additionally each graduate will have the reading, writing, speaking and communication skills, as well as the work habits, confidence and determination to be successful in college, career and life.¹

At the Green Design Community School the hiring of teachers and staff, the development of curricula and pedagogy, and the decisions regarding the supporting structures of the school are all based on the Coalition of Essential Schools (CES) Common Principles. These principles are derived from over 25 years of research on the elements within the principles and fortified by continued research on the CES

¹ See Section 2. Attachment – *GDCS Four Year Plan* for details regarding the specific skills and habits of mind.

schools implementing these principles.² The Green Design Community School design team has experience working with the CES Principles under the direction of a CES coach and one of the members of the small schools campus for Gage and Central was a CES leadership coach at an LAUSD high school for three years. As part of the proposal development process, the team returned to the principles several times to develop the vision, curricula, instructional strategies, and infrastructure for each school. The CES Common Principles will act as continuous reinforcement throughout the school year and during times of reflection to guide our decisions and remind us what is fundamental to our work as educators.³

Gage and Central Community School small schools campus South Region High School #2

The Green Design Community School also functions as a part of the Gage and Central Community School small schools system, located at the South Region High School #2, in which four individual schools of 500 pupils share resources in order to more effectively reach their individual missions. These schools are: the Public Service Community School, The Communications and Technology School, Green Design Community School, and Performing Arts Community School. This model allows the Green Design Community School to work individually to provide students with a personalized and responsive educational environment while sharing campus resources to provide services and programs such as safety, community engagement, cafeteria, and athletics.

Each small school shares the pedagogic approach described in the vision/mission statement for the Green Design Community School. The Gage and Central Community Schools will work collaboratively within and across the small schools to provide all students with a supportive, challenging and standards-based education that will prepare them for college, career and life. To do this, our schools will be:

- *Whole student centered* –meeting students’ educational, health, safety and social needs;
- *All student inclusive* – including, but not limited to English learners, standard English learners, and special education and gifted students;
- *Family focused* – providing a welcoming and supportive environment, and drawing on families as resources; and
- *Community connected* - collaborating with organizations and businesses to meet the needs of our students, families and the surrounding community.

B. Student Population

Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team’s experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

The Green Design Community School will serve a variety of young people each with their own history, talents, challenges and potentials. Population counts reveal that a high percentage of our students and their families will have immigrated to the U.S. in search of new opportunities while others will have deep roots in South Los Angeles.⁴ A percentage of our students will have learning disabilities, many of our students will speak English as a second language, and others will require more rigorous academic environments in order to grow intellectually.⁵

The experience of the Gage and Central Community School design team, a collective 30+ years of teaching in South Los Angeles, tells us that given the right supports, each students can be successful in

² Darling-Hammond, L., et al (2002). Reinventing High School: Outcomes of the Coalition Campus Schools Project. *American Educational Research Journal*. 39(3): 639-673; Measuring Up: Demonstrating the Effectiveness of the Coalition of Essential Schools (Coalition of Essential Schools, 2006);

³ See Section 2.A. for details regarding the CES Common Principles.

⁴ Sending school data indicate that 91% of our students will be Latino and 9% will be African American.

⁵ See Section 2.C. Addressing the Needs of All Students for more detail on student demographics and needs.

whatever path they choose after graduation –community college, a four-year university, a technical trade school or the work-place. The goal of this proposal is to describe these supports as they exist in the curricula, instruction, culture and climate of the Green Design Community School as well as through the community and structural supports found at the Gage and Central Community Schools campus.

C. Instructional Program

Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.

In order to meet the diverse needs of the Green Design Community School’s students, the design team has developed a research-based instructional program that provides for individualized, early, and consistent supports tailored for each student but that promotes students ability to work together to master new educational concepts and to grow emotionally, intellectually and socially.

The Green Design Community School teachers will use Grade-level Assessments, Response to Intervention and research-proven instructional strategies to identify and address the learning needs of our students. The **Grade-level Assessments** will be developed through the LAUSD online assessments portal by each grade-level team and given to students at the beginning and middle of the school year to identify skills that need to be emphasized across curricula as well as identify individual students who need additional interventions. Through the **Response to Intervention** process, students will be identified for Tier 1, 2 or 3 interventions, with the appropriate interventions assigned and monitored by the student’s Advisor, using the Individualized Learning Plan as a guide and the Learning Lab as a resource (see below). Additionally, all teachers at the Green Design Community School will commit to using the **Instructional Strategies** of project-based learning,⁶ differentiated instruction⁷ and Specially Designed Academic Instruction in English (SDAIE)⁸ in their classes –each proven to support the learning of populations of students similar to the Green Design Community School students. Teachers will also work within their grade-level teams to select and use other key instructional strategies such as Thinking Maps,⁹ front-loaded vocabulary instruction,¹⁰ and AVID strategies across the curriculum.

The Green Design Community School Learning Supports System builds a web of supports into the regular school day through the structures of Learning Lab and Advisory classes. The **Learning Lab**¹¹ is a computer-based, teacher-facilitated and tutor-supported class where students can access a wide variety of learning opportunities through online courses provided by (1) the Los Angeles Virtual Academy (LAVA),

⁶ Thomas, J. (2000). *Review of the Research on PBL*. San Rafael, CA: Autodesk Foundation Report

⁷ Tomlinson, C.A. (2005). Reconcilable Differences? Standards-Based Teaching and Differentiation. *Educational Leadership*. 58(1): 6-11.

⁸ Effective Teaching Practices for English Language Learners. Washington, D.C.: The Office of Educational Research and Improvement (OERI) of the US Department of Education;; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, VA: The Association for Supervision and Curriculum Development.

⁹ Hyerle, D. (1995). *Thinking Maps: Tools for Learning*. Cary, NC: Thinking Maps, Inc.

¹⁰ Baker, Simmons, & Kame'enui. (1997). *Vocabulary acquisition: Research bases*. In Simmons, D. C. & Kame'enui, E. J. (Eds.), What reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Erlbaum.

¹¹ Research (from LAUSD website): In May 2009, the U.S. Department of Education released a report entitled Evaluation of Evidence-Based Practices in Online Learning. Among the key findings were: (1) Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction; (2) Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.

(2) colleges and universities, and (3) research-based online educational support providers and software (Catch Up Math and Kaplan SAT prep). The Lab also provides an opportunity for students to engage with their teachers regarding additional supports or challenges for a particular class. The classes will be taught by the core subject teachers and directed by each student's **Individualized Learning Plan**¹² (ILP), which is a notebook-based document that students will use as a self-directed and Advisor-supported guide each year at the Green Design Community School. Within the ILP, a student will keep track of his/her credits, grades, challenges, goals, learning strategies, accomplishments and reflections. The ILP will be maintained as a key component of the **Advisory**¹³ class which meets once per day and provides a safe space for students to develop habits of mind and an awareness of self and others using the Green Ambassadors curricula. Additionally, each Advisor will be the key mentor and monitor of his or her 23 or less students at the Green Design Community School – following up on their academic progress, skills development, and additional emotional and/or family needs.

D. School Culture

Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.

Green Design Community School

The culture of the Green Design Community School is based on the goal of fostering the next generation of environmental stewards. This is done by creating a school culture in which young people feel confident about their understanding of and commitment to having a positive impact on environmental and world issues. Students are encouraged to see themselves as environmental ambassadors whose stewardship of sustainable and healthy practices will make a difference in their own communities as well as the world at large.¹⁴ At the Green Design Community School, we prioritize creating key connections for students to help them invest in their own education. These connections are:

- *Connecting academics to the lives of students* through culturally relevant and real-world curricula that values students' prior knowledge and experience while building on learning to expand knowledge of themselves, their community and their world,¹⁵
- *Connecting students to each other* through classroom activities, collaborative group work and Advisory,¹⁶
- *Connecting students to the school and community* through the Green Ambassadors curricula, participation requirements, and relationships with the other schools and organizations on campus which create a sense of belonging to the greater community.¹⁷

Students at the Green Design Community School will play an important role in shaping the overall culture and identity of the school. Student elections are one of the key student activities that will set the direction of the school. Students will elect a student Leadership Board that will (with the supervision of the principal) develop the democratic processes that will assist all students in the Green Design Community School in selecting a school mascot and school colors. These elected individuals, plus additional students who have shown interest and/or have been recommended, will participate in the Green

¹² Fittzell, S.G. (2008). *Special Needs in the General Classroom: Strategies that Make it Work*. Manchester: Cogent Catalyst; and Boluis, S. (2003). *Towards Process-oriented Teaching for Self-Directed Lifelong Learning: A multidimensional perspective*. *Learning and Instruction*. 13: 327-347.

¹³ Sizer, T. (1997). *Horace's School: Redesigning the American High School*. New York: Houghton-Mifflin and Darling-Hammond, L. (2008). *Creating Excellent and Equitable Schools*. *Educational Leadership*. 65(8): 14-21

¹⁴ Battistich, V. (1995). *Schools as Communities, Poverty Levels of Student Populations, and Students' Attitudes, Motives, and Performance: A Multilevel Analysis*. *American Educational Research Journal*, 32(3): 627-658.

¹⁵ See section 2.A. Instructional Philosophy for details.

¹⁶ See section 2.B. Core Academic Curriculum for details.

¹⁷ See Section 3.A. School Culture and Climate for details.

Design Community School *Speech and Leadership Class* and will consult on the development and implementation of the *Positive Behavior Support Plan* (see below), Advisory curricula, and other important elements of the school's design. The Board will help shape the recreational elements of high school such as extra-curricular activities, inter-mural sports, dances, competitions and clubs. The members of the Leadership Board will also participate in a campus-wide Leadership Council involving all four schools¹⁸ to consult on the development of campus-wide policies, activities, athletics, and clubs.

The Green Design Community School will also offer and provide access to the following emotional and social supports for students:

- *Advisor/Advisory* - The student's *advisor* will play a major role in monitoring the students for whom she or he is responsible. This monitoring will take place as part of the daily Advisory class, through advisor communication with student parent(s), and through advisor collaboration with the students' grade-alike team of teachers.
- *Emotional and Social Support Personnel* - A dedicated *counselor* will provide one-on-one, group counseling and act as triage for student emotional and social support referrals. In addition to the dedicated counselor, the Green Design Community School will share a full time *Pupil Services and Attendance (PSA) counselor* with the other schools on the campus to address the more specific and severe social and emotional needs of students.
- *On-site Mental Health Services and Referrals* – The St. John's Child and Family Wellness Center will have a full-service clinic, including mental-health counseling, on campus. The counselors who work with students at the school will be able to refer students to St. John's Hospital as well as to additional services providers close to the community.

Gage and Central Community Schools Campus

The Gage and Central Community Schools Campus creates an opportunity for students to receive the individualized attention, focused resources and academic supports provided in a small school, but also benefit from some of the features of a large school and community schools campus. The four Small Schools will pool resources to fund a centralized Operations Director and a centralized staff who will oversee campus-wide safety and other centralized services such as facilities management, cafeteria, library and athletics – so that the small school principals can focus their time and energy on curricula and instruction. Each school will also contribute to a robust whole-school culture by facilitating after-school programs connected to the theme of their school, and collaborating regularly to share best practices. The supports at the Gage and Central Community Schools Complex will also extend to the students' families and community through a community schools model that utilizes the school as a hub for community engagement. This brings in the neighborhood to help in the educational process and also leads to the development of relationships with partners to offer a range of service and opportunities to our students, their families and the community.¹⁹

<p>E. Accountability and Performance Goals. Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school. NOT REQUIRED - PER PSC 2.0 11/11/10 EMAIL</p>

¹⁸ See Section 10.B.ii. School Based Committees for details on the GDCS and GCSC student leadership councils.

¹⁹ See Section 9: Community Engagement Strategies for a detailed list of our current partnerships.

F. Community Analysis and Context

Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.

The South Region High School #2 (SRHS#2) is located in an area with a rich history of culture, transformation, struggle and potential. In the early to mid 20th century, Central Avenue (which runs directly west of the campus) was the music, arts and cultural center of the African American community in Los Angeles. In the late 20th century and into the 21st century, the community experienced major demographic shifts as African Americans sought new opportunities after housing desegregation and immigrant populations arrived from Mexico and Central America. As more immigrant populations moved into the area, the neighborhood began to experience economic neglect as businesses moved out of the area. The neighborhoods currently suffer from high degrees of blight, concentrated poverty and frequent instances of violence.²⁰

South Los Angeles residents have an extensive history in working together to solve problems in their community and the area has a vibrant history and many cultural landmarks, which are often obscured by media stereotypes. South LA contains some of the oldest neighborhoods in all of Los Angeles with examples of Victorian architecture evident. In these early years, they often faced racial violence by whites. In the 1970's, the loss of high-paying, unionized manufacturing jobs and the transfer of high – paying, unionized, service-sector jobs from African-Americans to newly arriving Central American immigrants led to widespread poverty. During these dynamics, Tom Bradley became the first and only African – American mayor in the city's history, serving five terms. This was accomplished through a trans-racial coalition of voters in Los Angeles. During this time, demographics shifted from a white business district to a diverse urban center.

South Los Angeles is home to many landmarks that can serve as subjects for the Green Design Community School partnerships and study. These include the Watts Towers, USC, Charles Drew School of Medicine, housing projects which can become partners in environmental renewal; Exposition Park and many historical churches as well as a recently opened Augustus F. Hawkins Natural Park.

Many historically significant social service and political organizations call South Los Angeles home. These include the Southern Christian Leadership Conference on Western Avenue, The Community Coalition, Legal Aid Foundation and Families to Amend California Three Strikes Laws, Congress of Racial Equality (CORE) and AGENGA SCOPE- Strategic Concepts in Organizing and Policy Education. This last organization focuses on green jobs.

South Los Angeles is home to high schools built during the 1920's and the New Deal era. They acted as centers of strong academic achievement and the building of solid sports programs that bound the community together as well as being witnesses to the internment of their own Japanese American students during WW II, the Watts Riots, the East L.A. student walkouts and the 1984 Olympics. It is critical that we use this opportunity to create a school that can send students to lives of success in the new Green-based economy.

²⁰ Nicolaides, B. (2002). *My Blue Heaven*. Chicago, IL: University of Chicago Press. (304); Sides, J. (2003). *L.A. City Limits*. Berkeley and Los Angeles, CA: University of California Press. (196); This information is based on a combination of personal experiences and conversations that the design team members have had with people who live in the community and is supported with 2000 US Census data - 90% of the population in Tract 5328 is Hispanic or Latino, 50% of the population is foreign born and 100% of the foreign born population is from Latin America (specifically Mexico); 56% of children under 15 are living below the poverty level.

There are also many assets shared by this community. Family is a major source of strength, with many multi-generational households and families living within close proximity to one another – grandmothers, aunts, uncles and cousins are all an integral part of the family, with many families taking in biologically unrelated children as one of their own. The churches in the community, and other communal spaces such as Bethune Park, are always bustling with people (community sports, toy share, parent and community groups, youth clubs) and a variety of local organizations and coalitions support the development of the businesses and serve as Town Hall venues to discuss issues of local concern (Central Avenue Business Association, Florence/Firestone Community Leaders Program).

All of the members on the Gage and Central Community Schools design team have worked in the community for at least 5 years. While working at Fremont and Jefferson High Schools, we saw that despite the challenges our students faced, if given the right supports and encouragement, they could thrive. **Our goal in creating the Green Design Community School is to promote learning in an identified area of interest and use relevant and meaningful learning experiences to catalyze intellectual growth.** Our goal in becoming part of the Gage and Central Community Schools Campus is to connect the supports and assets of the community with each other and the school to create a powerful web of support through which no student will fall.

Over the summer of 2010 the Gage and Central Community Schools Planning Team began an information gathering process: attending community meetings, walking the neighborhood, surveying parents at Bethune Park and calling former students, parents and colleagues to participate in the process of creating the vision and elements of the school(s). Before writing the proposal, we gathered the data we collected at Fremont and from our conversations and surveys,²¹ conducted a needs assessment, and based our initial proposal elements on our findings. The key elements of the needs assessment is summarized below and addressed throughout the proposal (see footnotes).

- Education needs: early identification of skill deficiencies;²²early, frequent and relevant interventions for skill deficiencies; challenging, interesting and relevant curriculum and projects to engage students;²³in-class supports through instructional strategies²⁴
- Social needs:²⁵ focused attention to help students make the right decisions and deal with the challenges; guidance on goal setting and accomplishment
- Health needs:²⁶ nutrition counseling/supports to find (advocate for access to) and prepare healthy food; mental health counseling (including drug and alcohol use prevention & cessation); physical health – regular checkups, optometry, dentistry
- Safety needs:²⁷ safe passage to and from school and a safe environment on school campus

We have continued to include the community in the process through a series of community meetings in October and November where we shared elements of our proposal and asked for input. Many elements of the final proposal have been and will continue to be edited to reflect the insightful input and creative ideas that we gained from these community meetings.

We will continue to engage the community through meetings throughout the spring as we continue to shape the specifics of the schools (start time, schools colors, safety plans, behavior policies). Then, once the campus opens, the campus-wide Community Schools Council led by a Parent and Community

²¹ Section 8 Attachment: *Gage and Central Existing Data Summary* for details

²² See Section 2.C. Addressing the Needs of All Students and Section 4.C. Student Assessment Plan

²³ See Section 2.B. Core Academic Curriculum

²⁴ See Section 2.D. Instructional Strategies

²⁵ See Section 3.C. Social and Emotional Needs

²⁶ To address our students' health needs, we are partnering with St. John's Child and Family Wellness Center.

²⁷ See *Building a Safe Community* in Section 3.A. School Culture and Climate

Coordinator²⁸ will engage all resource providers and stakeholders in an ongoing implementation process guided by the Coalition for Community Schools tool kit. This process involves:

- Identifying a common vision (outlined in the PSC proposal)
- Creating operational plans (long term and short term goals)
- Creating a plan w/ detailed strategies and benchmarks
- Gathering the appropriate data to monitor progress towards the goals

G. Leadership

Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.

Each school as well as the campus as a unit function under the supervision of design teams. The campus design team members have the whole campus in mind and are responsible for developing and implementing the campus-wide elements such as school safety, parent and community engagement and resource coordination. The campus-wide design team members contribute over 100 years of collective experience with the LAUSD and in South Los Angeles. The diversity and depth of experience within the campus-wide design team has facilitated the creation of a plan that addresses the needs of the students, faculty, students, parents and community. Please see Section 10. Attachment – Applicant Team Bios for details.

The Gage and Central Community School design team members are focused on curricula, instruction and developing a safe, healthy and collaborative environment in which students are challenged and supported to meet high academic expectations. The teachers on the Gage and Central Community Schools design team have a combined 30 year history of working with students in South Los Angeles.²⁹ Their understanding of the student population, commitment to Coalition of Essential School philosophies,³⁰ and knowledge of key instructional approaches and strategies have contributed tremendously to the development of this proposal and are integral to the successful implementation of the plan for the school. We have not selected a leader for the Green Design Community School. The proposed leader for the school has experience opening a new school as well as strong relationships within the community. Additionally, she will have developed a strong foundational knowledge in what makes a good small school leader, she will value and understand the processes and structures necessary for authentic collaboration, she will maintain a reflective practice with the goal of continuous improvement as a leader, and her approach to school leadership is that of supporting teachers through providing the resources, professional development and encouragement they need to do their jobs. Please see Section 10. Attachment – Applicant Team Bios and Section 11.A Principal Selection for details.

H. School Governance Model

Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

Educational research (and our experience as teachers) demonstrates the importance of putting student need at the center of the decision-making process.³¹ The small school size (500 students) of the Green

²⁸ See Section 10.B.ii. School Level Committees

²⁹ See Section 8.B for details on the GCCS design team's history in the community.

³⁰ See Section 2.A. for details

³¹ Louis, K.S., et al (2010). *Investigating the Links to Improved Student Learning*. The Learning from Leadership Project. Ontario Institute for Studies in Education. Commissioned by: The Wallace Foundation.

Design Community School will allow us to put student need at the center of all decisions and the pilot school model provides the autonomy and the flexibility necessary to be responsive to our students' needs.

Throughout this proposal the process for identifying, addressing and evaluating success with meeting student needs has been identified. The key components of this process (Learning Lab and Advisory class) require additional time and commitments on the part of our teachers.³² The flexibility permitted through the pilot MOU and the Elect-to-Work Agreement allows for the addition of time. The autonomy provided through per pupil budgeting allows for the use of school resources to decrease class size and compensate the teachers for this additional work.³³

In addition to the curricular components, the Green Design Community School teachers will also engage students in project-based learning, use common instructional strategies across curricula, and work collaboratively to analyze and utilize student-level data. The implementation of these fundamental elements of the plan will require a great deal of professional development and collaboration time. The pilot MOU and Elect-to-Work agreement will provide the Green Design Community School with the flexibility needed to engage all teachers in a summer-time pre-opening *Teacher Orientation*,³⁴ weekly professional development/collaborative planning meetings,³⁵ and additional professional development retreats during the semester break and end of the year.³⁶ While the plan is to use opening funds and Title I money to fund the majority of the professional development time, the budgetary flexibility may also be used to allocate funds for this purpose.

Pilot status will also grant the flexibility to develop and pace assessments based on the needs of the students and to integrate these assessments into the school curricula and calendar. The Green Design Community School plan includes the utilization of the LAUSD Comprehensive Assessment Program³⁷ in conjunction with Advisory, Learning Lab and weekly professional development meetings to identify struggling students early, implement a tiered *Response to Intervention* plan to address the learning needs of all students (at the appropriate level of intensity), and to monitor their successes and challenges.

Finally, the pilot MOU will allow the Green Design Community School staff the autonomy to hire and retain highly qualified teachers who are committed to working in a collaborative environment where teachers have more decision-making power, take on more responsibility to implement the decisions and base all decisions on the needs of the students.³⁸

³² See Section 3.F. School Calendar and Schedule for details.

³³ See Section 2.B.i for more details on pilot status and curricular autonomy.

³⁴ See Section 5.C. Teacher Orientation for details

³⁵ See Section 5.B. Professional Development Plan for details

³⁶ See Section 5.D. Professional Development Calendar for details

³⁷ See Section 4.C. Student Assessment Plan for details

³⁸ After the first year of implementation – see Section 12 Staffing for details.

INSTRUCTIONAL PROGRAM

2. Curriculum and Instruction (15 pages without footnotes)

A. Instructional Philosophy

Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st century.

The Green Design Community School Student

Data show³⁹ that the majority of our students will come to us scoring below basic in English and Math. Math proficiency drops from 40% in the feeder elementary schools (Hooper and Miramonte) to 20% in the feeder middle school (Edison) to a severe decline at the high school level of 2% (Fremont High School). Our students will also have experienced some level of poverty in their lives, which has been shown by Bracey and Krashen to negatively affect standardized test scores. Therefore, curricula and professional teacher development alone will not solve this issue; instead reducing the negative impact of poverty through other Community School services will be necessary in order for our students to reach basic school success. The Green Design Community School math teachers will implement curricula while vertical teaming with feeder elementary schools to utilize strategies to catch math deficiencies earlier. The curricula will be integrated with the Career Technical Education thematic course sequence to offer practical applications for math skills in design and drafting.

The average income in the area the Green Design Community School will serve is \$36,593 while the median income is \$26,471. A large proportion of adult residents did not pursue high school while about 6,000 residents have some high school education. A small percentage has achieved an Associates or Bachelors degree.

Preparing high-poverty students for the new green economy is critical to assist young people in finding work after graduation or preparing them with a competitive educational foundation as they head into college. *Next 10.org* - an independent, nonpartisan organization focused on the economy, the environment, and quality-of-life issues for Californians- found that since 2005 green jobs have grown at a rate 10 times faster than total job growth in California.

The Green Design Community School Graduate

The Green Design Community School Graduate will take with him the confidence that he can participate in larger systems both politically and socially. Specifically he will have a mastery of how to understand and evaluate a variety of sustainability issues and solutions. He will also have learned work skills such as how to plan and deliver presentations in order to engage and activate a community in sustainability issues and solutions. He will be equipped with the knowledge of how to move through the new green economy in ways that successfully assist his own personal growth and that of his community.

The Green Design Community School Educational Experience

Research demonstrates that a student's *educational experience* is profoundly impacted by the normative philosophies of the teachers and staff at the school.⁴⁰ At the Green Design Community School, the hiring of teachers and staff, the development of curricula and pedagogy, and the decisions regarding the supporting structures of the school are all based on the Coalition of Essential Schools (CES) Common Principles. These principles are derived from over 25 years of research on the elements within the

³⁹ See Section 2.C. Addressing the Needs of All Students for detailed sender/feeder school data.

⁴⁰ Oakes, J. (1992). Can Tracking Reform Inform Practice? *Educational Researcher*. 21(4).

principles and fortified by continued research on the CES schools implementing these principles.⁴¹ As a design team, we have read, discussed and affirmed our commitment to these principles and have returned to them several times as we created the vision, curricula, instructional strategies, and infrastructure for our school. These principles will be a part of each teacher and staff member's orientation, and each student's introduction to the school. However, it is important to note that it does not end there. The CES Common Principles will act as continuous reinforcement throughout the busy school year and during times of reflection to guide our decisions and remind us what is fundamental to our work as educators.

Coalition of Essential Schools Common Principles:

- *Goals apply to all students* – through our deeply inclusive and supportive school program, we will have and demonstrate high expectations for all students and will provide the crucial supports that our students need to meet those expectations.
- *Personalization* – through the benefits of being a small school, our individualized programs (Advisory, Learning Lab and Response to Intervention), our individualized instructional strategies (differentiation, PBL, AVID strategies), and through our commitment to understanding our students as individuals, we will personalize each student's educational experience.⁴²
- *Demonstration of mastery* – through project-based learning, presentations/exhibitions and multiple ways to demonstrate learning, our assessments will focus on mastery of skills, habits and content.⁴³
- *Tone of mutual respect* – through clear expectations, positive modeling and a wEL-developed positive behavior support plan, teachers, staff, students, families and community members will all demonstrate a tone of mutual respect in their interactions and intentions.
- *Commitment to the entire school* – across all small schools and within our small school, there will be a commitment to the success of each student. This translates into mutual supports through collaboration (sharing best-practices, resources and personnel) rather than competition.
- *Resources dedicated to teaching and learning* – through the flexibility provided in the per-pupil "Budgeting for Student Achievement," we will prioritize resources (personnel, supplies, technology) going into the classroom.

B. Core Academic Curriculum

Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC).

Our curricula will be based on the same core pedagogic principles as each small school on the Gage and Central Campus.

Standards-based – In creating the curriculum for all classes, our teachers will use the California State Content standards to determine the specific content area learning goals to be accomplished. Teachers will collaborate in content-alike groups to develop a vertical plan that incorporates the necessary building of skills from year to year. Teachers will collaborate in grade-alike groups to develop a horizontal plan that incorporates basic skills standards across curricula within each grade. Math, science, and history textbooks will be aligned with the California standards. English teachers will use novels, non-fiction books, essays, poetry, short stories, and visual texts to support and engage students in achieving mastery of the ELA standards. Teacher-developed projects, assignments, and assessments in every course will be

⁴¹ Darling-Hammond, L., et al (2002). Reinventing High School: Outcomes of the Coalition Campus Schools Project. *American Educational Research Journal*. 39(3): 639-673; Measuring Up: Demonstrating the Effectiveness of the Coalition of Essential Schools (Coalition of Essential Schools, 2006);

⁴² See Sections 2.C. Addressing the Needs of All Students and 2.D. Instructional Strategies for details.

⁴³ See 4.C. Student Assessment Plan for details.

designed so that students have multiple and varied opportunities to attain and demonstrate mastery of the content standards. Teachers will meet regularly across content areas to develop and review these projects. Advisors and resource teachers will assist in implementation and help to support all students.

Project-Based – In Project-Based Learning (PBL) multiple shifts take place. The action moves from the teacher lecturing to the student creating, the nature of learning shifts from memorization to discovery, and the classroom transforms into a lively forum for sharing ideas and asking questions. Research shows that relevant PBL facilitates student engagement across all student groups, including struggling students, English Language Learners and gifted students.⁴⁴ Engagement occurs through the high levels of differentiation and individual attention that are possible when students work in groups to complete a project. Furthermore, research demonstrates that within highly-structured, teacher-facilitated student group work, students learn from one another, and students learning English as a second language are provided with multiple opportunities to practice language use in a smaller group, less formal group of peers (compared to whole-class instruction).⁴⁵

Connected to the lives of our students – Research demonstrates that when schools connect core academics to a theme that is relevant to the lives of the students, higher promotions occur and graduation and college acceptance rates are higher than in traditional high schools with similar populations.⁴⁶ The theme of our school (Green) connects to the lived experience of our students through their experiences with various organizations working to improve the environment. These include *Tree People*, *Trust for Public Land*, *City Councilmember Jan Perry*, *Cal State LA Engineering and Community Service*, and *Animal Acres*. At the Green Design Community School, students will have the opportunity to explore and critically analyze their neighborhoods, institutions and the concept of what it means to live sustainably. This was demonstrated at Jefferson High School through the Green Alleys Program <http://sites.google.com/site/greenalleys> and at Environmental Charter High School.

The Green Ambassadors curriculum (developed by Environmental Charter High School and just recently approved by the UC as an A-G course) will serve as the 9th grade course for all students and a foundation for learning and advocating sustainable practices. The curriculum will be further developed through a 3 year CTE sequence of courses of design, drafting, and Computer Aided Drafting with a capstone course in the 12th grade integrated with the annual spring contest sponsored and supported by the Urban Land Institute.⁴⁷

College and career preparatory – Each student will take the coursework necessary to meet the minimum A-G requirements in their first three years (with the exception of history and English, which require four years). After students have met the minimum A-G requirements, they will be offered more flexibility during the school day to participate in internships, attend a local community college or continue in the learning lab to take online AP, college or certification coursework. This flexibility also provides work-study opportunities for students who need to work to support themselves or their families, but even in work-study, students will be directly connecting their experience to their learning in class (through specific work-based projects designed and implemented in Advisory and/or learning lab). In addition to

⁴⁴ Barron, B.J.S., Schwartz, D.L., Vye, N.J., Moore, A., Petrosino, A., Zech, L. and Bransford, J.D. (1998). 'Doing With Understanding: Lessons From Research on Problem- and Project-Based Learning', *Journal of the Learning Sciences*, 7: 3, 271 — 311.

⁴⁵ Waxman, H.C. & TELez, K. (2002). *Effective Teaching Practices for English Language Learners*. Washington, D.C.: The Office of Educational Research and Improvement (OERI) of the US Department of Education

⁴⁶ Saunders, M. and Hamilton, E. (2010) *Linking Learning to Life: A High School Transformation Effort*. At www.edutopia.org and D. Stern, C. Dayton, and M. Raby, (2010), *Career Academies: A Proven Strategy to Prepare High School Students for College and Careers*. Berkeley, CA: Career Academy Support Network, University of California.

⁴⁷ See Section 3.A. Description of School Culture: *Linked Learning Pathway: Architecture/Engineering* for details

these opportunities, our Advisory curricula and the foci for each grade-level teaching team is based on *Habits of Mind*, which studies have shown to exist in effective problem-solvers and leaders.⁴⁸

Graduation Requirements

The Green Design Community School graduation requirements meet the California high school graduation and the requirements necessary for public university acceptance in California (the A-Gs). The A-G requirements are indicated next to the course title in parentheses. The minimum credit requirements are the same as LAUSD graduation requirements (230). Because we will be part of LAUSD and we recognize that students will be transferring in and out of our school, we did not want to limit students’ opportunities to graduate on time. However, in addition to our credit-based graduation requirements, Green Design Community School requires the successful completion of participation credits and end-of-the year exhibitions.⁴⁹

Course	Credits	Specific Required Courses
English (B)	40 credits	4 years
Social Science (A)	30 credits	3 years (World History, US History, Econ/Government)
Mathematics (C)	30 credits	3 years (including Algebra I, Geometry and Algebra II)
Science (D)	30 credits	3 years (ICS, Biology, Chemistry/Environmental Science)
World Language (E)	20 credits	2 years (Spanish)
Visual and Performing Arts (F)	10 credits	1 year 10 th grade Design / Drafting
Physical Education	20 credits	2 years
Elective – Thematic (G)	20 credits	2 years (Computer Aided Drafting with Bentley Microstation certification year 2)
Elective – Learning Lab	10 credits	Learning Lab ⁵⁰ (Green Ambassadors, Infrastructure Academy Engineering/Science classes which are now A-G approved online; Online AP courses, interventions)
Advisory	20 credits	5 credits per year
Participation ⁵¹ and End-of-the-Year Exhibitions ⁵²		Required for each year present at the school; Facilitated in Advisory class.
TOTAL CREDITS:	230 credits	

Course descriptions:

Green Ambassadors (9th grade Elective Learning Lab) Environmental Charter High School’s award-winning Green Ambassadors program is a class that teaches students about environmental issues facing the planet and challenges them to find solutions and strategies to address these kinds of issues. The Green Ambassadors curriculum is a way for students to start working on identifying and solving environmental problems in current contexts. As Green Ambassadors, students learn about green solutions like systems thinking, composting, water conservation, organic food production, and green living to ensure our youth can live a life without damaging the environment. The students use what they have learned to put on events that inspire their communities to become part of green solutions. These are called “earth positive” events. Earth positive events are advertised in local calendars and on community bulletin boards. Parents, peers, and neighbors are all invited. Specially trained Green Ambassador interns plan each

⁴⁸ To access the extensive list of studies from which the Habits of Mind were developed, please go to <http://www.instituteforhabitsofmind.com/brief-history-habits-mind>

⁴⁹ See Section 4. Assessments and School-wide data for details.

⁵⁰ See Section 2.C. Addressing the Needs of All Students for details regarding the Learning Labs.

⁵¹ See Four Year Plan (below) for participation details.

⁵² See Section 4.C. Student Assessment Plan for End-of-the-year Exhibition details

event. Green Ambassadors apply what they have learned about sustainable living to create an event filled with informative and fun activities. They create “how to” films, photo exhibits, marketing materials, and games.

Design / Drafting (10th grade Fine Arts Elective) Students will build on their skills and knowledge developed in the 9th grade Green Ambassadors class by working on the ‘Green Streets/Green Neighborhood’ Design Class in 10th grade. They will learn sustainable design principles and apply them to projects in neighbors’ yards, homes, and businesses. The projects will integrate critical math skills as students and measure and map out sustainable designs.

Computer Aided Drafting (11th grade, 12th grade CTE Elective: Bentley Microstation Software)

Based on the recommendation of the director of Architecture at LA Trade Tech Community College, students will learn Bentley Microstation, the computer aided drafting software currently used by the MTA and other government agencies. Upon completing the 40-hour course in the 2nd year, students will earn certification on the program and gain access to jobs in the ‘Bentley Community.’

(<http://www.bentley.com/en-US/Solutions/>) Students will be able to further develop the drafted plans created in 10th grade and be able to create useful design documents that neighbors and businesses may use to transform the community.

The Impact of Energy and the Environment 1AB (Learning Lab Elective) The Impact of Energy and the Environment 1AB, a new course developed by the Infrastructure Academy, was recently approved by the UC as a g- physical science elective (July, 2010). It was submitted by LAUSD and has been approved by the district. This course provides students a scientific foundation for understanding energy issues facing the world today. It introduces energy concepts and explores the environmental impact of energy generation, distribution, and consumption. The differing impacts that coal, oil and natural gas have in generating greenhouse gases are examined and renewable sources of energy and energy efficiency technologies will be introduced. Laboratory investigations and hands-on projects are and essential components of this course. (<http://www.infrastructureacademy.org/>)

WASC Initial Visit Process

During August of 2011 the Governing Council will review the *Conditions of Eligibility* to be considered for WASC Affiliation⁵³ as part of its ongoing monitoring of the implementation of the PSC plan.⁵⁴ By September 30, 2011 the principal will submit at *Request for WASC Affiliation* form with the \$150 application fee. The school will then be provided with an *Initial Visit School Description* form that requests information regarding the purposes and operation of the school and evidence of the school’s status in relation to the conditions of eligibility. During professional development time as part of the end of the semester reflection process, the faculty will review WASC’s *Conditions of Eligibility Rubric*, complete the *Initial Visit School Description* form and gather the appropriate documentation. Upon receipt of the forms, the Executive Director of WASC will schedule a two member, one-day school visit, after which they will make a recommendation regarding the school’s readiness for initial affiliation which include the following possibilities and related responses by the school:

- *Not granted affiliation* means that one or more of the conditions was not met. In the extremely unlikely event that this is the recommendation, the principal will call an emergency meeting of the Governing Council and faculty to address the Conditions of Eligibility not met, and resubmit for a second visit ASAP.
- *Candidacy* means that the school qualifies for accreditation and will be directed to submit a first-year progress report indicating progress being made in meeting the recommendations of the initial visiting committee. After submitting this report, the school remains in candidacy status until the

⁵³ See the WASC Initial Visit Procedures Manual for details on all WASC procedures mentioned in this section.

⁵⁴ See Section 14. Attachment – *Implementation Plan* for details.

- full accreditation visit within 1 – 3 years (depending on the recommendation of the committee).
- *Initial Accreditation* means that all conditions of eligibility have been met to the satisfaction of the visiting committee, and the school must apply for full accreditation within 1 – 3 years (depending on the recommendation of the committee).

i. Autonomy

Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot School status, also discuss how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.

Autonomies - The curricula and instruction autonomies provided through the Pilot School MOU and the Elect-to-Work Agreement will allow us to:

- Replace the non-A-G “health” and “life-skills” requirements with our introductory thematic elective.⁵⁵ (Green Ambassadors)
- Develop grade-level assessments that are integrated with the overall school curricula and pacing.⁵⁶
- Have the budgetary flexibility necessary to focus personnel and resources on teaching and learning (smaller class size, technology in the classroom, specialists to facilitate learning).
- Hire teachers based on their commitment to the Green Design Community School vision and willingness to work in a highly collaborative environment, rather than making hiring decisions based on teacher seniority.⁵⁷
- Spend the time necessary to collaboratively analyze student data, develop (and train staff regarding) appropriate instructional strategies, and develop projects within the curricula that engages and meets the needs of our students.⁵⁸
- Provide more time during and outside of the school day for teachers to meet with students and their parent(s)/guardian(s) to provide feedback on their progress and to support them in goal setting and achievement.

Community and work-based learning opportunities - As indicated in our curricula introduction and four-year plan, and as you will see in our section on school culture and climate, making connections and building community within and beyond the school is a fundamental component of the Green Design Community School. The strategies for implementation are woven throughout this proposal however, the key strategies can be summarized as follows:

- All schools at the Gage and Central Community Schools Complex will collaborate with local businesses, organizations, associations and governmental agencies to provide students, their families and the community with important services and support located at the school site or through referral relationships. These partnerships will also provide students with opportunities for real-world learning through collaborative projects, mentoring, consulting on campus, internships, volunteering and work-study off campus. Through these campus-wide partnerships, as well as the specific partnerships developed by the Green Design Community School, students will be exposed to a wide variety of careers and have the opportunity to put their learning into practice in real-world work environments.⁵⁹
- Every year students will participate in 2 thematic cross-curricular projects that will be based in one core class and supported in the Advisory class. These projects will be developed by the grade-level teams, incorporate at least 2 content areas, and incorporate the themes outlined in the four-year plan (see above for thematic foci and examples of potential projects).

⁵⁵ Please note that the content typically addressed in the LAUSD “health” and “life skills” classes will be addressed as part of Advisory and physical education.

⁵⁶ See Section 4: Assessments and School-wide data for more details

⁵⁷ See Section 12: Staffing for more details

⁵⁸ See Section 2.B.ii Curriculum Development for more details

⁵⁹ See Section 9.B. Key Community Partnerships for more details.

- The 9/10th grade-level projects are geared towards connecting students' lived experience to their learning within school as well as expanding their awareness of issues beyond their lives and the school.
- 11/12th grade-level projects are geared towards developing an analytical approach to the issues within and beyond school and increasing students' capacity to problem-solve and to act to address these issues.
- The participation requirements (see four-year plan) require students to participate at the small school, school complex and community levels based on their own interests and needs, and connect this participation to projects in their Advisory/Green Ambassadors classes.
- The Green Design three-year CTE course sequence will specifically address the skills, knowledge and habits necessary to identify, analyze and address issues in the community. The Green Ambassadors/Green Streets/Neighborhoods projects provide students with the opportunity to put their learning into action by creating sustainable, community-building, positive projects in the school and in the neighborhood.⁶⁰
- In addition to the course-work and projects offered at the Green Design Community School, our work-based learning program will offer 11th/12th grade students the opportunity to participate in an internship, volunteer project or work-study. All work-based learning will have a goal setting and reflection component managed in the student's ILP and facilitated by the work-based learning instructor/coordinator.

ii. Curriculum Development

If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

The initial curriculum development process for the 2011-2012 school-year will occur during the *Teacher Orientation Retreat*, which will take place during the summer of 2011 (after the majority, if not all, staff have been hired). During this time, teachers will work in grade-alike teams, content-alike, horizontal and vertical teams to create overarching frameworks and then work individually or in small groups to create individual course curriculum and syllabi for the first semester. Please see Section 2 Attachment – *Curriculum Development Timeline* for details.

C. Addressing the Needs of All Students

Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of **all** students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary schools only).

Addressing the individual learning needs of our students: The GDCS Learning Supports System

Data on the area high schools and feeder schools⁶¹ demonstrate that our students will be arriving in 9th grade with a wide variety of learning needs that will include English language and standard English language learners, students with special education needs and/or very low skills and gifted students who need additional challenges to grow as learners. In order to meet the diverse needs of our students, we have developed a plan that provides for individualized, early and consistent supports for every student. Our goal is to provide an educational experience that is individualized to meet the needs of each student, but also collective in that students are not tracked by ability but work together to succeed. We plan on achieving this goal by heterogeneously grouping students in their core classes, providing differentiated

⁶⁰ See Section 2 Attachment: *Green Ambassadors curriculum* for details on this new course sequence.

⁶¹ See Section 8 "Community Analysis and Context" for details.

instruction, and incorporating instructional strategies that support the learning of all students.⁶² Additionally, we have developed the following support system:

The cornerstone of our individualized student support system is our computer-based, teacher-facilitated and tutor-supported *Learning Labs*.⁶³ The Green Design Community School learning labs are unique spaces where students can access a wide variety of learning opportunities through online programs and courses provided by and through the Los Angeles Virtual Academy (LAVA), colleges and universities, and (research-based) online educational support providers and software. The physical space of each learning lab will exist in eight computer carts (with 30 computers each), and within the limitless capacity of the Internet. These carts will be shared among all teachers, and utilized before and after school by students on a voluntary basis (for tutoring or credit) as well as during school hours as an assigned class. Through our seven period schedule,⁶⁴ the core teachers will teach two learning lab sessions per week during 7th period, giving students opportunities to receive additional support during the school day from their content-area teachers. This 7th period time slot also allows us to partner with external tutoring programs to provide multiple tutors at the same time every day to be utilized as students need them. During the 7th period, the computer carts will be reserved for Learning Lab only (serving a total of 240 students), but during the rest of the day, the computer carts will be available for additional Learning Lab time (primarily used by ESL and special education teachers), or for individual teachers to check out for their classrooms. There are multitudes of potential online programs from which to choose, and just as with core class instruction, the quality of the curriculum is crucial. Thus, the development of our Learning Lab “curriculum” will be treated as any curriculum that we will use at the school. Prior to the 2011 open, the principal and counselor (with input and support from the content area, EL and special education teachers) will research and develop the Learning Lab curricular options for each grade-level, based on the needs of our expected populations and analysis of prior year CST data for our incoming students.⁶⁵ After our first year, the course offerings will be evaluated each year as part of our annual curricula reflection and revision process.

Our *Summer Bridge program* for entering 9th graders will serve as an orientation to the Green Design Community School theme, academics and culture. It will also provide an important opportunity for early assessment of student skills (through our Grade-level Initial Assessment – see below), and a jump-start for students lacking in one or more skill area. Our goal is to provide the program to all incoming 9th graders, but our focus will be on outreaching to the parent(s)/guardian(s) of students who perform below basic or far below basic on one or more section of the California Standards Test (CST) in the 8th grade.

Our teaching staff will develop *Grade-level Initial and Benchmark Assessments*⁶⁶ that are integrated with the curriculum and pacing of each content area. These assessments will be conducted school-wide at the beginning of the school year, at the end of the first semester, and at the end of the school year in each grade. The results of these assessments will be used by:

- grade-level teams to identify specific skills areas to target across the curriculum
- student advisors and teachers to identify student needs for learning lab curriculum or to refer students for the RTI process⁶⁷ which entails more intensive interventions.

⁶² See section 2.d “Instructional Strategies” and section 5 “Professional Development” for details.

⁶³ Research (from LAUSD website): In May 2009, the U.S. Department of Education released a report entitled Evaluation of Evidence-Based Practices in Online Learning. Among the key findings were: (1) Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction; (2) Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.

⁶⁴ See section 3.f “School Calendar/Schedule” for details.

⁶⁵ See the next section, Specialized Learning Populations for details.

⁶⁶ See Section 4.C. Student Assessment Plan for details.

⁶⁷ See Section 2.C. Addressing the Needs of All Students and Section 6. Serving Specialized Populations for details.

- school principal and counselor to identify patterns that may need to be addressed with school-wide supports or re-focused resources.
- students and their parent(s)/guardian(s) as they set and work towards learning goals in their Individualized Learning Plan (ILP).

The *Individualized Learning Plan (ILP)* is an important tool that students, teachers and support staff will use in conjunction with the students' parent(s)/guardian(s) to guide instruction and support the learning of each student at the Green Design Community School. Different from traditional graduation plans, or special education IEPs, the Green Design Community School ILP is a portfolio notebook⁶⁸ that will be created on the student's first day at the school and conclude with the student's final (senior) exhibition that reflects his or her experience at the Green Design Community School. We expect that each ILP will change and grow with the student, and thus include different elements as the student develops. However, all ILPs will share the following core elements: a graduation plan that will be updated by the student (with the supervision of the advisor) each semester; a goal setting, completion and reflection log; all school-wide assessments; student analysis of his/her learning styles and strengths and challenges; and documentation of and reflections on participation and Advisory projects. The ILP will be maintained as part of our Advisory program and supervised by the student's advisor with the support of each grade-level team and the school counselor. The ILP will also be part of every parent meeting, and parents will be part of the student's goal setting and completion.

Every student will have an *advisor*, a trusted teacher who will be responsible for the educational experience of a small group (<23) of students over the course of their four years at the Green Design Community School. Each advisor will teach an *Advisory class* that will meet five days per week for at least 30 minutes per day to conduct short, thematic lessons/projects and provide academic, college and career preparation guidance.⁶⁹ Along with the development of the academic curriculum and four-year plan for the Green Design Community School we are creating an Advisory curriculum that will support the development of skills and habits of mind, facilitate participation requirements, provide opportunities for advisors to identify and support struggling students, and provide time for advising and work on each student's Individualized Learning Plan.

Specialized Learning Populations - Through our Learning Supports System, we will address the basic needs of every student at the Green Design Community School (GDCS). However, we also recognize that particular populations require specialized supports and services to be successful. In this section, we will introduce each specialized learning population and summarize the supports and services that we will employ to meet their needs (listed in order of expected population size, from largest to smallest).⁷⁰

Students in need of intensive intervention in English and/or math - The 2008-2009 feeder school (Edison Middle School) CST scores indicate that with a 9th grade student population of 125, the GDCS should expect to serve approximately 84 students who start 9th grade with a lack of basic ELA and/or mathematical skills. Our first goal with these students is to identify them and their areas of challenge as soon as possible – during our summer bridge program or during the first days of school. To do this, as part of our analysis of the *Grade-level initial assessment* results, the grade-alike teams will identify students performing in the lower percentiles and refer them to the *Response to Intervention Process*.⁷¹ Within this process, students will receive additional learning supports through the learning lab, Advisory,

⁶⁸ Until we are able to provide 1-1 computer access at our school, the ILP will be contained in a large 3-ring notebook and kept in the Advisory classroom.

⁶⁹ See Section 5.D. PD Calendar for information regarding the training and support advisors will receive to do this unique and challenging job.

⁷⁰ See Section 6. Serving Specialized Populations for details.

⁷¹ See Section 2 Attachment: *RTI Process* and Section 6 Attachment: *Service Plan for Special Education* for details.

and tutoring – and will be monitored in the learning lab through additional assessments⁷² to measure their response to the interventions. The second goal is to engage them in their own learning, so that they understand their existing skills, their areas of missing skills, and the best strategies for them to learn. At the beginning of their time at the GDCS, students will learn about multiple modalities and learn which learning approach works best for them as part of the Advisory curriculum. The results of this process will become part of a student’s Individualized Learning Plan and will be used by the student, his or her teachers, and the advisor to structure that student’s learning experiences at the GDCS.

Students experiencing poverty - The 2008-2009 sending school (Fremont Senior High) demographics indicate that with a 500 student population, the GDCS should expect to serve approximately 400 students who qualify for Free and Reduced Priced Meals (an indicator of poverty). Students experiencing poverty do not learn any differently than young people from middle or upper socio-economic classes, however, students experiencing poverty do experience poverty-related issues that may impede their learning – health problems, lack of housing, lack of home work space, school absences to any of the above issues or due to other unforeseen issues. To address these issues, all of the Gage and Central schools will be collaborating to create a Community Schools Complex in which health, housing, legal and other important support services can be accessed at the school site. Additionally, the personalization offered through our Advisory program, and the support of our school counselor will facilitate the attention and flexibility needed to help students cope with issues related to poverty while meeting the expectations of quality work and participation.⁷³ This is critical to helping students prepare for college and after school work life as college professors and employers will expect that students meet their expectations regardless of any issues they may be facing in their personal or family lives. Finally, the flexibility offered through our internship/volunteer/work-study program gives students who must work to help support the family an opportunity to integrate their work experience with their academic experience and not have to choose one over the other.

Students who speak English as a second language – The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500 student population, the GDCS should expect to serve approximately 20-30 students who require English Language Development instruction (ESL 1-4), with approximately 5-10 students needing some kind of primary language assistance. Overall, our expected total English Language Learner (EL) population is approximately 200 students.⁷⁴ The GDCS will offer our ELs an inclusive and supportive academic program to build English language proficiency and academic content knowledge. In our general education classrooms ELs will learn and demonstrate content-area knowledge through projects, and have frequent opportunities to practice listening and speaking in English through highly structured and collaborative group-based classroom activities and projects.⁷⁵ Research has demonstrated that the aforementioned instructional strategies, with the appropriate structures and supports, contribute to the learning of ELs within the general education classroom.⁷⁶ Beyond their general education classroom experience, English Language Learners will receive the following supports:

- Early and accurate identification and placement (CELDT Initial Assessment)
- English Language Learning (EL) Specialist position – this teaching position will work similar to a special education resource specialist position for the 20-30 students who require English language development instruction. This teacher will work within the core content classrooms, conduct

⁷² See Section 4.C. Student Assessment Plan for details.

⁷³ See Section 4.A. Assessment Philosophy for details.

⁷⁴ CDE Dataquest EL Report for 08-09 school year.

⁷⁵ Cohen, E. (1994). *Designing Groupwork: Strategies for the Heterogeneous Classroom*. Columbia: Teachers College Press.

⁷⁶ Long, M.H. and Porter, P.A. (1985). Group Work, Interlanguage Talk and Second Language Acquisition. *TESOL Quarterly*, 19(2): 207-228; Rance-Roney, J. (2009). Best Practices for Adolescent ELs. *Educational Leadership*.

- individual and group pullout sessions and teach one ESL Learning Lab session per day in which all 20-30 students requiring English language development will be enrolled.⁷⁷
- English Language Skills teacher – this full time teacher will teach English Language Skills classes for students who have completed ESL 1-4, but have still not developed the English proficiency (re-designation), and teach one EL supports Learning Lab session per day.
 - Bilingual coordinator position (share with Gage and Central Community Schools⁷⁸) – to facilitate CELDT testing, and monitor the progress of non-re-designated students identified for the *Response to Intervention* process.
 - Individualized Learning Plan will include redesignation goals (CELDT annual testing) set with the student, his/her advisor and the student’s parent/guardian.
 - Potential pilot program in collaboration with UCLA’s Civil Rights Project: Project SOL (Secondary Online Learning) “focused on specific school-based interventions and teacher-supported, online curriculum designed to accelerate the content learning of Spanish-dominant secondary school students.” This program will be implemented during the Learning Lab for students whose parents request⁷⁹ primary language instruction:
 - o Provide supplemental instruction via Mexican-developed and California standards-aligned online curricula in Spanish in several core curriculum areas both in class and after school.
 - o Articulate the school-based intervention with online supplemental teachers in Mexico.
 - o The project will provide a course translation protocol developed by the University of California and the Mexican Department of Education so that students can be given California (or U.S.) credit for courses they have taken in Mexico.
 - Professional development for all teachers regarding the language acquisition stages (preproduction, early production, speech emergence, intermediate fluency and advanced fluency) and modalities (speaking, listening, reading and writing) and SDAIE strategies.⁸⁰
 - Regular collaboration between the EL specialist and general education teachers.⁸¹

Students with learning disabilities – The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500-student population, the GDCS should expect to serve approximately 40-60 students who require special education services (either RSP and SDP⁸²), with the potential of also serving students (or classes of students) with mental retardation, autism, emotional/behavioral challenges or orthopedic impairments. Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, *along with* focused pullout sessions, direct support from specialists, *and* training for all teachers in how students learn and how to differentiate instruction.⁸³ Based on this research, our students with special learning needs will spend the majority of their day in the least restrictive environment/general education classrooms, with the following supports in place:

- Special education clerk shared among the Gage and Central Community small schools (serving no

⁷⁷ We are currently researching English Language Skills development curriculum and programs (online or software) that will allow the EL Specialist to tailor the curriculum to the learning needs of each of his/her students.

⁷⁸ Some positions will be shared among the Gage and Central Community Schools Complex. See Section 13. Finances for details on position sharing.

⁷⁹ The parents of all students who have been identified as “Beginning” within CELDT will be offered the option of having their child participate in this program. Parents will be contacted through sending home information (in English and Spanish), and phone calls home from the EL Specialist.

⁸⁰ Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, VA: The Association for Supervision and Curriculum Development.; Also see section 2.D “Instructional Strategies” and section 5 “Professional Development” for more details.

⁸¹ See Section 5.D. PD Calendar for details

⁸² Services will either be provided through the Resource Specialist Program (RSP) or the Special Day Program (SDP).

⁸³ Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.

- more than 150 students)⁸⁴.
- Early and appropriate identification of students already receiving services (through our enrollment/identification process) and for students with special needs who are not receiving services through our Response to Intervention (RTI) and student assessment process.⁸⁵
 - Early and frequent monitoring of each student's IEP with meetings held within the first 2 months of enrollment, mid-year and end-of-year. Additionally, each student's IEP will become part of their overall ILP that is used by all teachers at the school to direct the learning of the students, as well as used by the student him or herself to understand and engage with his/her own learning process.
 - Partnerships with organizations that provide additional supports for students with special needs such as additional mental/physical health supports through St. John's Child and Wellness Center and independent living skills services through Partnership for Active Learning Services.⁸⁶
 - For our RSP students, our resource/inclusion specialist(s) will monitor student IEPs, provide in-classroom assistance to students and teachers, conduct pullout sessions and learning center/lab time as indicated on the student's IEP. Since the students in the resource program spend the majority of their time in the general education setting, this teacher's caseload will average 28-32 students.
 - For our SDP students, our special education teacher/inclusion specialist(s) will monitor IEPs, provide in-classroom assistance to students and teachers, and conduct pullout sessions and self-contained classroom time as indicated on the student's IEP. Since the students who qualify for the SDP program usually require more time in self-contained classrooms, this teacher's caseload will average 10-15 students.
 - We also recognize that as determined by the district's special education division, we may be receiving students with orthopedic impairments, mental retardation, autism, emotional/behavioral challenges and/or who require CBI. We recognize that some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include *every* student at the GDCS in *at least* our Advisory program so that *all* of our students will receive the social benefits of participating in a diverse learning environment.
 - Staffing – as with the hiring of the general education staff, it is crucial that the GDCS have complete autonomy in the hiring and evaluation of all special education staff (including special education aids). A key finding in research on special education inclusion is that collaboration between the special education staff and the general education staff is absolutely necessary.⁸⁷ To address this, our hiring and evaluation processes will include a focus on collaboration, as well as participation of the collaborating teachers, and the students who will be taught, and their parent(s)/guardian(s).⁸⁸
 - Professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching strategies that have been proven to facilitate the learning of students with learning disabilities.⁸⁹

Students who need an extra challenge – The 2008-2009 sending school demographics indicate that with a 500 student population, GDCS should expect to serve approximately 20 students who demonstrate gifted capacities.⁹⁰ The first step is to appropriately and accurately identify students who need additional

⁸⁴ See Section 12. Staffing for details on shared personnel.

⁸⁵ See Section 2 Attachment: *RTI Process* and Section 6 Attachment: *Service Plan for Special Education* for details.

⁸⁶ See Section 9.B. Key Community Partnerships for more details.

⁸⁷ BuEL, Martha J. , Hallam, Rena , Gamel-McCormick, Michael and Scheer, Scott (1999). A Survey of General and Special Education Teachers' Perceptions and Inservice Needs Concerning Inclusion. *International Journal of Disability, Development and Education*. 46(2) 143 - 156.

⁸⁸ See Section 12 "Staffing" for details.

⁸⁹ See section 2.D "Instructional Strategies" and section 5 "Professional Development" for details.

⁹⁰ Based on 4% GATE for 2008-2009/Fremont School Report Card

challenge to be successful. This identification will take place through previous GATE program placement/identification, previous CST scores, grades in previous courses, and teacher/counselor recommendations. We will also identify students who need extra challenges through our Summer Bridge program and beginning of the year assessments. Once identified, students will be identified as “accelerated” in their Individualized Learning Plans, and will work with their advisor and parent/guardian to set appropriate goals for the school year. Students in our accelerated learning program will have access to the following to extend their learning experience at the GDCS:

- Within the Learning Lab (offered before, during and after school), students in grades 9 and 10 will complete accelerated assignments connected to their core classes and will receive an “honors” credit in the classes for which they complete the assignments with a grade of “C” or better.
- Within the Learning Lab (offered before, during and after school), students in grades 11 and 12 will have the opportunity to take AP courses as an elective during the school. And as part of the Learning Lab, students will have access to:
 - o AP courses offered through the Los Angeles Virtual Learning Academy
 - o Online distance education and certification programs
- Professional development/GATE trainings for all core content area teachers regarding curriculum/strategies designed to strengthen higher order thinking skills, provide academic rigor, nurture creative and critical thinking abilities, and assist in social/emotional development.

Students with credit deficiency - The 2008-2009 sending school (Fremont/Jefferson) data indicates that with a population of 500 students, we may have as many as 315 10-12th graders who are not at grade level (i.e. credit deficient).⁹¹ While our goal is to reach students and address their learning needs before they fall behind, we recognize that some students will arrive credit deficient or that we may receive students from other schools/districts/states/countries who will need additional credits to graduate. To address the needs of our students who are credit deficient, we will work with the student, using the ILP as a tool to establish goals that include credit recovery *and* strategies to pass the classes in which the student is enrolled. In order to make up core classes, students will have the opportunity to retake the class as an elective or access the class through the Los Angeles Virtual Academy (LAVA) in the Learning Lab. To make up their elective credits, students will have the option of taking GDCS electives, LAVA electives, online college/certification programs in the Learning Lab or through additional hours (and projects) in internship, volunteer or work-study participation.

D. Instructional Strategies

Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are WEL suited to address the needs of the student population you plan to serve.

Addressing the individual learning needs of our students: Instructional Strategies - We have established the learning needs of our students, and discussed the philosophical approaches, curricula, and support structures that we will employ to meet those needs. However, without the day-to-day use of instructional strategies that facilitate students’ access to the skills and content being taught in the classroom, learning will not take place. Thus, the Green Design Community School teachers will be trained in (or updated on), will plan with, and will commit to using the following well-researched instructional strategies throughout all grades and across all curricula:

Project-Based Learning (PBL)—*Project-Based Learning* is a model that engages students individually, but typically in small groups to combine both prior knowledge/skills and new knowledge/skills to create a project as opposed to taking a test or writing an essay. Projects are defined as “complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision-making, or

⁹¹ Based on 63% of students not at grade level on Fremont School Report Card (08-09)

investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations.”⁹² In addition, research has shown that project-based learning is engaging for all students - struggling students, ELs and gifted students.⁹³ At the Green Design Community School, the principal and design team members will use a combination of professional development modules and planning materials from Understanding by Design (see below), the Coalition of Essential Schools, The Center for Advanced Research and Technology (CART), Edutopia, and the Center for College and Career to develop a complete guide to planning, implementing, monitoring and assessing project-based learning. This guide will include specific modules relating to differentiation within a project-based classroom, language/learning supports for English Language Learners, and group-work introduction and facilitation guides for students new to working collaboratively. Project-based learning will be one of the first professional development sessions taught to incoming teachers and will be integrated throughout the teacher orientation retreat professional development and curriculum planning sessions. Additionally, throughout the school year, the mentor teachers (knowledgeable in PBL) will individually support new (or new to PBL) teachers in implementing PBL in their classrooms, and the professional development committee will monitor teacher need (through PD evaluations and individual conversations) and provide additional supports and training in project-based learning.⁹⁴

Understanding by Design (UBD) – Also referred to as “backwards planning,” the UBD approach to planning instruction *starts* with the learning objectives for a particular lesson or unit and works “backwards” to the assessments that will measure whether or not students have met the learning objectives. The UBD approach then establishes the learning activities that will meet students where they are, drawing on their prior knowledge and developing the skills and knowledge necessary to meet the learning objectives. During the summer at the Teacher Orientation Retreat, the Green Design Community School faculty will use UBD in conjunction with Curriculum Mapping⁹⁵ in collaborative content and grade-alike groups to develop the curriculum frameworks and in small groups or as individuals in the development of individual courses.⁹⁶

The UBD approach to instructional planning considers these elements:

W – Ensure that students understand WHERE the unit is headed, and WHY.

H – HOOK students in the beginning and HOLD their attention throughout.

E – EQUIP students with experiences, tools, knowledge, and know-how to meet performance goals.

R – Provide students with numerous opportunities to RETHINK big ideas, REFLECT on progress, and REVISE their work.

E – Build in opportunities for students to EVALUATE progress and self-assess.

T – Be TAILORED to reflect individual talents, interests, styles, and needs.

O – Be ORGANIZED to optimize deep understanding as opposed to superficial coverage.

Differentiated instructional materials – In every classroom, teachers will use multiple texts, supplementary print resources and a variety of audio and visual sources to provide engaging and accessible entry into the content being taught. For example, in an English 10 classroom, a teacher may provide book options for literature circles, or different types of research articles for a research project. In a science classroom, the teacher may show part of a documentary on climate change and have the students read a magazine article in addition to reading the textbook. To access these additional materials, teachers

⁹² Thomas, J. (2000). *Review of the Research on PBL*. San Rafael, CA: Autodesk Foundation Report.

⁹³ Waxman, H.C. & Tellez, K. (2002). *Effective Teaching Practices for English Language Learners*. Washington, D.C.: The Office of Educational Research and Improvement (OERI) of the US Department of Education; and

⁹⁴ See Section 5.C. Teacher Orientation for details.

⁹⁵ See Section 3.B.ii for more detail on Curriculum Maps

⁹⁶ See Section 2.B.ii Curriculum Development and 5.C. Teacher Orientation for more details.

will be provided with the supplemental instructional materials that accompany the textbook (as we make our textbook selection, the quality of these materials will be a major consideration). In addition to the textbook materials, as part of our *Teacher Orientation Retreat* and curriculum development process, teachers will be trained in differentiated instruction and will work with content-alike and grade-alike groups to develop additional materials.⁹⁷ To support this work, each content-area will be provided with initial startup funds to purchase standards-based differentiated instructional materials, and teachers will have regular access to a copy machine to make copies of differentiated materials accessed and printed from the Internet or other sources.

Specially Designed Academic Instruction in English (SDAIE) focuses on scaffolding to master rigorous core content. It includes modified speech, explicit modeling, frontloading of vocabulary (discussed below), multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of formative assessments.⁹⁸ Training (or review) in SDAIE strategies will be provided for all teachers during the *Teacher Orientation Retreat* and will be integrated throughout curricula planning sessions. Additionally, throughout the school year, the mentor teachers (knowledgeable in SDAIE strategies) will individually support new (or new to SDAIE) teachers in implementing SDAIE.

Thinking maps create a “common visual language within a learning community for transferring thinking processes, integrating learning, and for continually assessing progress.”⁹⁹ Thinking maps can be used in every subject area to engage students with basic thinking processes such as defining, describing and sequencing and with more in-depth analytical processes such as cause and effect, analogies and comparing/contrasting. Furthermore, we have discovered that thinking maps are used as an instructional strategy at our feeder school (Edison Middle School), and thus many of our incoming 9th graders will already be comfortable with using thinking maps. Training (or review) in using thinking maps will be provided for all teachers during the *Teacher Orientation Retreat* and will be integrated throughout the curriculum planning sessions. Additionally, throughout the school year, the mentor teachers (knowledgeable in using thinking maps) will individually support new (or new to thinking maps) teachers in implementing thinking maps in their classrooms.

Content area and academic vocabulary instruction – Research demonstrates that the “relation between reading comprehension and vocabulary knowledge is strong and unequivocal”¹⁰⁰ and that direct vocabulary instruction improves reading comprehension and is particularly important for struggling students and English language learners.¹⁰¹ That said, not all vocabulary instruction is effective. The design team for the Gage and Central Community Schools Complex has experience with the direct vocabulary instruction based on Kate Kinsella’s research and work and will share this experience and knowledge (as well as the associated materials) through professional development sessions and direct

⁹⁷ Tomlinson, C.A. (2005). Reconcilable Differences? Standards-Based Teaching and Differentiation. *Educational Leadership*. 58(1): 6-11.

⁹⁸ Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, VA: The Association for Supervision and Curriculum Development and FitzEL, S.G. (2008). *Special Needs in the General Classroom: Strategies that Make it Work*. Manchester: Cogent Catalyst.

⁹⁹ Hyerle, D. (1995). *Thinking Maps: Tools for Learning*. Cary, NC: Thinking Maps, Inc.

¹⁰⁰ Baker, Simmons, & Kame'enui. (1997). *Vocabulary acquisition: Research bases*. In Simmons, D. C. & Kame'enui, E. J. (Eds.), *What reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, NJ: Erlbaum.

¹⁰¹ Stahl, S. A., & Shiel, T. R. (1999). *Teaching meaning vocabulary: productive approaches for poor readers*. In *Read all about it! readings to inform the profession* (pp. 291-321). Sacramento, CA: California State Board of Education; Research demonstrates that it is particularly important to facilitate learning for ELs; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.

support throughout the school year. This instruction introduces new words through engaging students' prior knowledge (through using examples, images and metaphors connected to their lived experience), and provides a student with multiple opportunities to use the words. Teachers at the Green Design Community School will pre-teach important content-area vocabulary as part of the introduction to each unit, and will all commit to direct instruction of words on an agreed upon list of academic vocabulary.

AVID strategies – There are a myriad of AVID (Achievement via Individual Determination) strategies. During our first year of operations, the Green Design Community School staff will focus on the organizational strategies that facilitate students learning: assignment logs and interactive notebooks. These simple strategies will be introduced during the *Teacher Orientation Retreat* and will be integrated throughout the curriculum planning sessions, and supported through professional development/planning check in sessions throughout the year. After our first year of operations, as the Green Design Community School teachers develop and grow strong in the use of the above referenced instructional strategies, we will return to the AVID strategies to expand our school-wide repertoire of instructional strategies.

3. School Culture and Climate (8 Pages without footnotes)

A. Description of School Culture

Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.

Gage and Central Community Schools Complex

The Gage and Central Community Schools Complex creates an opportunity for students to receive the individualized attention and focused resources and supports provided through a small school, but also benefit from some of the features of a large school as well as the additional resources of a community schools complex.

The Four Small Schools will work together to share educational support staff such as a school psychologist, librarian, and a career and college counselor. Schools will also pool resources and personnel to create a school-wide athletics program (taking place after school so as to prioritize academics during the school day); a community library (that welcomes students during the day and the community after school and on the weekends); a welcome center (where families and community can gather, take classes and learn from each other); and a college center and counselor. Each school will contribute to the whole-school culture by facilitating after-school programs connected to the theme of their school.

The Community Schools Complex will expand beyond our students to incorporate their families and the community surrounding the school. Based on community schooling models such as the lauded “Harlem Children’s Zone,” the Gage and Central Community Schools (GCCS) Complex will act as a hub for a variety of partners to offer a range of service and opportunities to our students, their families and the community.¹⁰² The GCCS Complex has already developed multiple community and external partnerships¹⁰³ and in the future, once we have successfully established the aforementioned partnerships, our Parent and Community Coordinator will continue to bring in legal, housing, child-care and additional educational programs and services for our students, their parents and the community.

Safety is an important campus-wide issue and in order to facilitate a secure campus, the Gage and Central Safe Schools Council¹⁰⁴ will bring together faculty, student and parent/community representatives from each small school to collaboratively develop and implement school-wide safety policies including, but not limited to:

- Common campus-wide behavior expectations
- A uniform/lanyard policy
- Safety Volunteers
- A community policing environment

Building a Community of Learners

Research demonstrates that students, and particularly students experiencing poverty, are more motivated and more successful in school when they feel connected to a school community.¹⁰⁵ At the Green Design Community School, we understand the importance of these and other connections that make a student’s

¹⁰² <http://www.communityschools.org/> and <http://www.hcz.org/>

¹⁰³ See Section 9. Community Engagement for details

¹⁰⁴ See Section 10.B.ii. School Level Committees for details.

¹⁰⁵ Battistich, V. (1995). Schools as Communities, Poverty Levels of Student Populations, and Students’ Attitudes, Motives, and Performance: A Multilevel Analysis. *American Educational Research Journal*, 32(3): 627-658.

educational experience more meaningful, supported and lasting. Thus, at Green Design Community School we will:

Connect academics to the lives of students through culturally relevant and real-world curricula that values students' prior knowledge and experience, and builds on it to expand their knowledge of themselves, their community and their world.¹⁰⁶

Connect students to each other through classroom activities, collaborative group work and Advisory. Students will be encouraged to look beyond their own experiences, value the lived experiences of others, and become part of a community of learners.¹⁰⁷

Connect students to the school and community through our Green Ambassadors curriculum, participation requirements, and relationships with the other schools and organizations on campus. Students will have the opportunity to interact with a variety of school-based and community-based activities and organizations and through participation, gain an increased sense of belonging to the greater community. During our first year of operation, students will play a large role in shaping the school community through naming the school and deciding on the school colors and mascot. Additionally, they will help in developing school policies and structures and student activities (during and after school).

The Green Design Community School will implement the aforementioned goals through a variety of classroom and school-based structures and strategies:

Relevant and Real-World Curriculum and Instruction - The school community will integrate project based learning opportunities around the theme of 'greening' their immediate environment with 'systems thinking.' Grade-alike teams will maximize the effectiveness of the core curriculum by helping students make real-world connections and focus on understanding the connections between core content area standards and improve skills by actively solving problems in their classroom assignments. Teachers will use the US Partnership for Education for Sustainable Development K-12 Student Learning Standards ([Appendix](#)) as a lens through which to develop appropriate lessons that teach the content and connects it to the lives of our students and the world beyond. Additionally, the instructional strategies we have chosen to use across the curriculum, such as project-based learning, interactive notebooks and Kate Kinsella vocabulary instruction all facilitate learning through connecting new knowledge and ideas to the lived experiences of students. Finally, all classes at the Green Design Community School will engage students in teacher-facilitated collaborative learning experiences in which students will learn how to communicate with, learn from, and be accountable to other students in the classroom.

Advisory curriculum - Our advisory curriculum is focused on developing habits of mind & engaging students in an increasingly involved and layered awareness of self, others, responsibility to self and others and capacity building with regard to acting on that responsibility. Activities such as "How I learn" engage students with their learning modality strengths and challenges. "True Colors" facilitates an understanding of different personality types and strategies for how they can work together. The Individual Learning Plans (ILPs) facilitated in advisory will further support students' individual growth and contribution to the community. ILP elements such as "GOOOOOOAL!" will support students' long and short-term goal setting, achievement and reflection. Participation requirements and reflection will provide students with a space to process their learning experiences at a variety of levels (see next paragraph for details). Finally, our advisory will act as a thematic hub using the Green Ambassadors Curriculum developed at Environmental Charter High School which engages, equips, and empowers

¹⁰⁶ See section 2.A. Instructional Philosophy for details.

¹⁰⁷ See section 2.B. Core Academic Curriculum for details.

students to take action in their own lives and community.¹⁰⁸ While major academic projects will all be based within the core classes, the advisory class will provide a relational environment to engage students in individual reflections and group discussions to help students make the connections between what is going on in their core classes, their own lives and the real-world themes being addressed. To facilitate these relationships, the advisory teacher will meet at least once per month (during PD or after school) with the grade-alike team of the grade-level advisory he or she is facilitating (if it is not the same grade he or she is already teaching).

Participation Requirements - The Green Design Community School participation requirements are built into advisory (and Individual Learning Plans), and supported in our CTE course sequence. These requirements facilitate student engagement in the school and the community.

- Year 1: Introduction to the Green Ambassadors Curriculum (G.R.E.E.N. Units: Getting Connected (systems thinking), Recycle Organics (composting, soils management), Eating Healthy (food systems), Energy, Natural Living (toxins free) and the Ambassadors part which entails communicating the learning by taking action and teaching their family/community members by creating persuasive power points, press releases, short videos, blogs, games, brochures, events, etc.)
- Year 2: Green Streets / Green Alleys / Green Neighborhoods: Students take their learning of sustainable solutions to their immediate neighbors. Possible projects include fruit/shade tree planting with the city, Tree People, and Common Vision, yard design for composting and water harvesting with sustainable architects, urban planners, government agencies, watershed protection/studies with Heal the Bay, Green Space planning with Council District 9 and the Community Redevelopment Agency, to name a few ideas.
- Year 3: Continue work from year 2 and further develop skills/interest by volunteering, interning, work-study with local agencies like Tree People Urban Forestry, Heal the Bay, Communities for a Better Environment, Root Down LA, etc.
- Year 4: Continue to implement projects begun in years 2 and 3 and study to pass the Green Associate Certificate exam and the Bentley Microstation Certificate program. The Green Associate Certificate is related to LEED standards and Green Building codes which will become state law in 2011. The California Department of Education Career Academies have developed curriculum to pass the exam and offer support to schools seeking to offer the opportunity to students.

Linked Learning Pathway: Linked Learning is an approach to education that integrates college and career preparation coursework with the purpose of providing all students with an equal opportunity to a quality education.¹⁰⁹ At the Green Design Community School, we will work with Shelley Weston and Jay Gonzalez at LAUSD to implement the Green Design Academy Pathway Career Technical Education course sequence established at Thomas Jefferson High School in 2009 when it was awarded 1 of 42 CPA grants from the California Department of Education. This sequence will develop drafting/design skills and basic math and geometry skills in the 10th grade. In 11th grade students will take the Computer Aided Drafting 1st year course where they will be introduced to the Bentley Microstation Software. Based on recommendations from the director of the Architecture Program at LA Trade Tech College and leader in sustainable design for over 20 years, Marcela Oliva, students will be able to take a 2nd year of Computer Aided Drafting during the 12th grade where, after completing the 40 hours of tutorial courses, can earn a certificate from Bentley Microstation Software. Upon completion of the CTE course in 12th grade, students will be able to seek high paying work while either studying in college or pursuing short certificate courses of study in Architecture at LA Trade Tech. The Capstone Project will be participating in the Urban Land Institute's Urban Plan competition in the spring. See the attachments section for more details.

¹⁰⁸ See our 4-year plan in Section 2: Curriculum and Instruction for details.

¹⁰⁹ Oakes, J. and Saunders, M. (2010). *Beyond Tracking: Multiple Pathways to College, Career, and Civic Participation*. Cambridge, MA: Harvard Education Press.

Fun Stuff – High school isn't all about academics, working in isolation. Field Trips will be integral to realizing projects and allow students to see how their studies are connected to the dynamic city in which they live. Students' teachers will not be limited to the adults employed at school as they learn from directors at the LA Arboretum, Heal the Bay, Tree People, Catalina Island, Department of Water and Power, as well as staff and students from the myriad colleges and universities. Students will elect a student leadership team with representatives from each grade level that will guide student activities (with a sustainable/green lens) to enhance campus life. The student leadership team will then work with the principal of the school and with the Site Director and building council (including students from the other schools) to develop campus-wide activities, athletics and arts programs.

Beyond the "fun stuff," students at the Green Design Community School will play an important role in shaping the overall culture and identity of the school through consulting on the implementation of the *Positive Behavior Support Plan* (see below), Advisory, and other important elements of the school's design. The Green Design Community School design team has had experience in working collaboratively to develop and implement components of a new "school", as some members are teachers and others are alumni of Fremont High School who worked together (as teachers and students) in 2005-2006 to develop the Pathways Small Learning Community, which has been noted both for its high levels of student involvement and strong sense of community and identity.¹¹⁰

Safety at the Green Design Community School - Research demonstrates that small schools are safer than large schools.¹¹¹ This is primarily the result of all students being known by the adults on campus and students taking pride and ownership of their school. The majority of a student's day will be spent within the Green Design Community School building, which is separate from the other school buildings, and we will implement the following safety strategies within our small school:

- *Adult presence* - The adults present at the Green Design Community School will not be limited to teachers and staff, but include parents, family members and community members¹¹² who are on campus as part of our safety volunteers program (see above) and/or are part of the Green Design Community School Parent Ambassadors.¹¹³
- *Supervision* - During pass periods, the Green Design Community School teachers will be at their doors, monitoring student behavior (and welcoming students into class), and Green Design Community School staff and volunteers will walk the halls monitoring behavior and encouraging students into class. During class time, the Green Design Community School out of classroom personnel, campus security and volunteers will coordinate a schedule to assure that there is always an adult (with a walkie-talkie) present in the hallways.
- *Student ownership and trust* – As part of our culture-building and curriculum, the Green Design Community School faculty will instill in students a sense of ownership of their school, as well as inspire a level of trust that will enable students to share concerns regarding safety with an adult (which, in many cases, gives teachers and staff a "heads up" regarding potential problems).

¹¹⁰ Former LAUSD District 7 Administrator and current LASDI consultant, Lynn Snyder recognized Pathways's student involvement and invited Pathways teachers and students to present at an LAUSD SLC institute.

¹¹¹ Meier, Deborah W. "Small Schools, Big Results." *The American School Board Journal* 182, 7 (July 1995): 37-40; Cotton, K. (1996). Affective and Social Benefits of Small Scale Schooling. *ERIC Digest*. ERIC Clearinghouse on Rural Education and Small Schools; Darling-Hammond, L., Anness, J. and Wichterle Ort, S. (2002). Reinventing High School: Outcomes of the Coalition Campus Schools Project. *American Educational Research Journal*. 39(3): 639-673.

¹¹² All non-LAUSD employees on campus will go through the appropriate LAUSD registration process and attend a Gage and Central volunteer training. They will be identified by lanyards or jackets that will be kept at the school site.

¹¹³ See Section 3.D. Parental Involvement for details.

- *Positive Behavior Support Plan* – In order to create a consistently safe environment throughout the Gage and Central Campus, the Green Design Community School will adopt the common behavior expectations for students and staff created by the Safe Schools Team. In addition to these expectations, the school principal and counselor will work with staff and students to create a Positive Behavior Support Plan that outlines specific classroom behavior expectations, develops positive rewards for positive behavior, and establishes processes for addressing as well as consequences for inappropriate or dangerous behavior. It is important to note that prior to school opening, the Green Design Community School will have an “Interim Behavior Support Plan.” This plan¹¹⁴ includes expectations, consequences and implementation processes (and forms), and will be edited within the first few weeks of school and communicated within our small school.

B. Student Support and Success

Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

The Green Design Community School graduate will be able to:

- read, comprehend and analyze a variety of fictional and non-fiction texts
- write clear, well-developed essays; research and write detailed reports; and create and complete work-related documents such as resumes, cover letters and basic business proposals
- work collaboratively with others to create projects and recognize and solve problems
- present work competently and articulately to diverse audiences
- think critically and reflectively about him/herself, other individuals, as well as society and the institutions therein
- understand and address complex personal and social problems

The GREEN DESIGN COMMUNITY SCHOOL graduate will also have a sense of personal responsibility, a connection to the community, and play an active role in their school, work, community and family lives. In order to achieve all of this by graduation, the GREEN DESIGN COMMUNITY SCHOOL student must be engaged in his or her learning experience at GREEN DESIGN COMMUNITY SCHOOL. We have created an educational program that will readily encourage student involvement in every aspect of his instructional program at the Green Design Community School.

Research demonstrates that relevant and real-world curricula, personalization and feeling connected to school increases student engagement in school.¹¹⁵ In the previous section, we discussed the various ways in which students will be connected to their educational experience at the Green Design Community School. Also referenced is our thematically integrated curricula that focuses on real-world issues and personal, community and global problem-solving. Our students’ involvement in their personalized curriculum enables them to answer the question that so many students wonder or ask directly: “why do I have to learn this?” Finally, research shows strong correlations between student motivation, personalization and goal setting.¹¹⁶ Through Advisory, the Learning Lab and the Individual Learning Plan, each student will work with his teachers and his parent/guardian to set individualized and meaningful academic goals and receive the support he needs to achieve those goals.

¹¹⁴ See Section 3 Attachment: *Interim Positive Behavior Support Plan*

¹¹⁵ Darling-Hammond, L. (2008). Creating Excellent and Equitable Schools. *Educational Leadership*. 65(8): 14-21; Yonezawa, S., Jones, M. and Joselowsky, F. (2009). Youth engagement in high schools: Developing a multidimensional, critical approach to improving engagement for all students. *Journal of Educational Change*.

¹¹⁶ Cordova, D. I., & Lepper, M. R. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of Educational Psychology*, 88, 715-730; and Hidi, S. and Harackiewicz, J.M. (2000). Motivating the Academically Unmotivated: A Critical Issue for the 21st Century. *Review of Educational Research*. 70 (2): 151-179

C. Social and Emotional Needs

Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

Experience tells us that our students will come to us with a variety of social and emotional needs brought on by experiencing the effects of poverty, the loss of a family member or friend, exposure to violence, drug or alcohol use, and/or the uncertainty and fear associated with being an undocumented immigrant in the United States. To address these myriad needs, the Green Design Community School will put several internal support structures in place:

The student's *advisor* will play a major role in monitoring the students for which she or he is responsible. This monitoring will take place as part of the daily Advisory class, through advisor communication with student parent(s)/guardian(s) (phone calls and home visits), and through advisor collaboration with the students' grade-alike team of teachers. In order for advisors to give individualized attention to their students, the Advisory class size will be kept to a maximum of 25, with the majority of the Advisory classes at 20.¹¹⁷ To support the advisors in this work, in addition to the academically focused professional development, advisors will receive training from our school counselor in how to identify students with additional social/emotional needs, how to address those needs, and when to refer a student to the counselor (see the paragraph on the "Green Design Community School Counselor" for details regarding referrals). The advisor will also be included in all documentation of and meetings regarding his or her students' behavioral or academic issues and be able to provide insight or information to the student's grade-alike team to facilitate the supports he or she needs. Through the Advisory program, each student will be closely monitored by at least one teacher who will be in the best position to determine any changes in the students behavior as evidenced by exceptional moodiness or frequent mood swings, frequent school absences or acting out against teachers or other students.

In addition to the individualized attention of the student advisor, the Green Design Community School will address the social and emotional needs of our students within the curriculum and structure of our *Advisory class*. The Advisory curriculum will include self-reflective and community building strategies that will facilitate the social and emotional development of our students. We have referenced some activities related to learning modalities, collaboration, and goal setting. In addition, the Advisory curriculum will provide opportunities for students to learn about and practice healthy eating, positive decision-making, and mediating problems between individuals or groups. In keeping with the personalization that is so valuable in an Advisory program, some activities will be required for all advisories, but the majority will be chosen from a menu of options at the discretion of the advisor based on the needs of the class. However, with this autonomy comes increased importance of monitoring. Advisory students will be surveyed school-wide at least once per quarter and the data will be analyzed by the principal, counselor, individual teachers, and Advisory grade-alike groups to determine the areas of success as well as areas for improvement in the Advisory program.

In addition to our Advisory class, the Green Design Community School will have multiple *emotional and social support personnel* available to our students. We will have a dedicated *counselor* who will provide one-on-one and group counseling and act as triage for student emotional and social support referrals. In addition to the dedicated counselor, the Green Design Community School will partner with the other small schools included in the Gage and Central Community Schools Complex to budget for a full time PSA counselor (Pupil Services and Attendance) and full time PSW (Psychiatric Social Worker) to address the more specific and severe social and emotional needs of our students. In addition to our school-based personnel, our students will have access to multiple on and off-site resources through our community

¹¹⁷ See Section 3.F School Calendar/Schedule for details.

schools complex. The services (e.g. health services, nutrition counseling, parenting classes, gang intervention, etc) will be made available through direct access (for student, family, community “walk-ins”), through a referral from our counselor, and/or through outreach programs developed in a partnership between the students, the school staff and the partner. For example, (1) a program offering nutrition counseling may work school-wide, the student leadership team or the Parent Ambassadors to create and advertise an after-school cooking class or (2) St. John’s on-campus clinic may partner with the Social Entrepreneurship class to create a campaign and system for getting all students to undergo an annual physical at the clinic.¹¹⁸

The data from our primary sending school (Fremont Senior High School) show an 86% attendance rate for the 2008-2009 school year.¹¹⁹ We cannot support the learning or help with the social or emotional needs of our students if they are not at school. At Green Design Community School *attendance monitoring and related counseling* is a major priority. To address this priority, the advisors will be responsible for monitoring the attendance of their Advisory students and addressing absences with the student and his or her parent/guardian. Once the number of absences has become excessive (exceeding 5 for the semester), the advisor will immediately refer the student to the PSA counselor who will work with the student’s advisor, grade-alike team, the student and the student’s parent/guardian (and the school principal if necessary) to address the issues catalyzing the absences. In addition, the PSA counselor will monitor attendance weekly to identify students who have exceeded 10 absences per semester but have not been referred. This provides an additional safety net to catch students before their absences start to negatively impact their education.

In addition, the Green Design Community School leadership team (which includes teachers, students and parents) will develop an attendance incentive plan to recognize students who attend school regularly.

D. College and Career Readiness

Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

Every element of our school vision, school curricula and instruction is geared towards preparing students for college, career and life. Within every core content area, the curriculum will model that of a college course – beginning with a class syllabus, outlining expectations at the beginning of the class, including final projects, readings, etc. In the 9th grade there will be major scaffolding to guide the students through the course (teacher facilitated calendar creation, assignments due log displayed in the classroom which the students follow in their own log, regular assignments due and regular reminders). As students proceed to 11th and 12th grade, this scaffolding will be strategically withdrawn until students are able to follow a college-structured class by meeting assignment deadlines and preparing for exams without frequent teacher reminders. Additionally, student collaboration and project-based learning mimic the processes that occur within the workplace and will be scaffolded (particularly in the 9th and 10th grades) so that students learn how to work collaboratively. The development of work-related skills such as clear communicating, punctuality and problem solving will be part of the rubrics for the project-based assignments.¹²⁰

Beyond the core-curriculum, the Green Design Community School will create the following structures that support our college bound and career preparation culture:

- Throughout our Advisory curriculum (and during the 10th and 11th grade year in particular), students will be exposed to a variety of college and career opportunities. The two major projects during the 11th grade year are geared specifically towards students developing an understanding

¹¹⁸ See Section 9.B. for existing and potential partnerships details.

¹¹⁹ 08-09 LAUSD School Accountability Report Card

¹²⁰ <http://www.p21.org> & <http://www.essentialschools.org/>

- of their interests (through interest assessment tests and readings) and then researching and presenting on specific colleges and careers that relate to those interests.
- The participation requirement places students in school and community-level work environments through volunteer opportunities, internships and work-study for students to gain actual work experience prior to graduating.
 - Modeled after the Los Angeles School of Global Studies, our annual college and career fair will be an all-day event that brings in panels of college and career experts and gives each student the opportunity to participate in a one-on-one mock job interview.
 - Our school counselor and every advisor will be trained on college requirements, the college application process and the financial aid and scholarship application processes. During senior year, Advisory will spend one day per week focusing on college applications, college essays, filling out the Free Application for Federal Student Aid (FAFSA) paperwork and exploring scholarship opportunities during the relevant periods of time.
 - In addition to our counselor and advisors, we will share a college counselor and a career counselor/work-based learning coordinator with the Gage and Central Community Schools¹²¹.
 - As part of our parent involvement plan (see below), we will offer regular and accessible talks at the school for parents regarding college requirements, college options, college funding, and career/training opportunities.
 - Each year, the Green Design Community School will sponsor several local and statewide college visit fieldtrips for our 11th grade students and their families.

E. Parental Involvement

Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.

Parent¹²² participation is critical to the success of students at any age, yet in high school parents are often left out of the educational experience. At the Green Design Community School, and all of the Gage and Central Small Schools, part of our mission is to create a culture where parents are viewed as partners in working towards the common goal of graduating every student career and college-ready. To create a culture that will help us meet those goals, the Gage and Central Small Schools Complex is partnering with One L.A.,¹²³ a non-profit organization dedicated to facilitating collaboration among adults in the service of achieving common goals for children and the community. With One LA, the school faculty, staff, and administration will participate in trainings and meetings with parents, community partners and community members to identify, train and support willing parents and community members to work within and outside of the school to support our students. Within this context of collaboration we will implement the following structures, policies and practices to support building and maintaining relationships between our staff, our students and their families.

Gage and Central Community Schools Complex

In the community input/feedback meetings that we have held regarding this proposal, parents have expressed an interest in having one central location at the Gage and Central campus for parents to be welcomed to the school, provided with important and requested information, and to be directed to the appropriate small school. From this input, we have decided to create a campus-wide *Welcome/Resource*

¹²¹ See Section 12 Staffing for details on personnel sharing.

¹²² It is important to note that in regards to outreach and participation, we see a "parent" as any person who is taking responsibility for a child. This could mean a biological, foster or adoptive parent, a legal guardian, or any family member who cares about the child (such as a grandparent or an older sibling). This recognition does not extend to releasing private information or a student into the care of anyone but the person(s) stated in the student's record.

¹²³ See Section 9.B. Key Community Partnerships for details, and for more information on One LA, please see <http://onela-iaf.org/>

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Center for parents, community members and other visitors to the school. The center will be the first place that visitors to the school will enter. The culture of the center will be informal and inviting and will include information regarding high-school graduation, college, career, special education, English language learning, community meetings, and student and school celebrations. The center will be the location for parent classes (ESL, parenting, healthy cooking) and information sessions (graduation, A-G requirements, college funding) and also encourage spontaneous social interactions where teachers/staff, parents, and community members can gather to share ideas and strategize around a particular issue or topic. The four schools will pool resources to fund a full-time parent and community coordinator.¹²⁴

The **Green Design Community School** will foster Parental Involvement through the following structures, policies and practices:

- *Teacher/Parent Collaboration Room*
- *Parent Partnerships* – parents will be invited and encouraged to participate in the GDCS governing council/ELAC/CEAC; take part in the hallway supervision practices of the school; attend teacher meetings/professional developments; observe classrooms (including creating and using the classroom observation form); and assist a teacher in the classroom
- *Celebrations and Events* – Throughout the year, parents will be welcomed to campus to learn about our school and celebrate their child’s success (e.g. beginning of the year welcome potluck, mid-year awards celebration, and end of year exhibitions/celebrations).
- *Advisor – Parent Connections* – Through our Advisory program, the GDCS faculty will reach out to parents to invite them to participate in their child’s education. The advisor is responsible for contacting parents regarding absences, credits, grades, etc., and involving parents in understanding and participating in the goal setting and celebration of goal achievement in the student’s *Individualized Learning Plan*.
- *Parent Input/Feedback* – As part of the reflective practice at GDCS, we want to provide parents with an opportunity to critique or praise how things are going at the school. To do this, we will provide a complaint/concerns/suggestions box in the school office where parents, students and teachers can provide anonymous feedback. We will also conduct a parent survey at the end of each year to use as a tool to improve parent relations for the following year.

F. School Calendar/Schedule

Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.

The Green Design Community School schedule was created based on six major priorities: 1) *Longer class periods* (approximately 90 minutes) to allow for more concentrated time to master subject material and allow for deeper exploration of class topics and project work; 2) *Grade-alike teacher grouping* that allows the four core teachers (English, math, science and social studies) to share the same students – this facilitates personalization, cross-curricular instructional strategies, and cross-curricular projects; 3) *Small class sizes* (<30 for core classes) and decreased total student load (130 students per teacher); 4) *Advisory time every day* – since Advisory plays such a major role in our school, it is key to have this class every day, for at least 30 minutes; 5) *common planning time* for grade-alike core-subject partnerships; and 6) *weekly professional development time* to give teachers a weekly opportunity to check-in regarding student needs, participate in professional development, and collaboratively plan. The schedule that best fit these requirements is a 7 period A/B schedule in which students attend six classes in a A/B structure four days out of the week with a 7th period meeting every day.¹²⁵ It is important to note that all 4 schools at the Gage and Central Complex will be using this schedule. The common scheduling allows us to use the shared

¹²⁴ See Section 11 Attachment – *Job Descriptions* for details..

¹²⁵ See Section 3 Attachment: *School Schedules* for the Gage and Central school-wide bell schedule, teacher schedules/master schedules and sample student schedules.

bell system, to share electives and other classes (on a case by case or pre-determined basis), and to reduce confusion for shared personnel, parents, and visitors on campus.

i. Autonomy

Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.

Autonomy will allow teachers the flexibility to create an Elect-to-work agreement which will give time to address the needs of the students, while maintaining a respect for teacher work-days, providing sufficient time to plan, and collaborate. We will outline our draft Elect-to-Work Agreement in more detail in Section 12. Staffing, but the sections relevant to schedule are:

- In order to provide sufficient time in Advisory and 7th period, 40 minutes have been added to the daily on-site requirement for teachers.
- Teachers will commit to tutor in the learning lab for 50 minutes/2 days a week, on the days they have the longer conference periods.¹²⁶ This is to provide students with additional time to complete assignments or take on additional challenging supplements or classes (such honors, AP or college credit classes). It will also provide increased opportunities for interventions tutoring.
- Professional development/collaboration time is scheduled for every week on Mondays

G. Policies

For Independent Charter Schools Only Describe and/or attach the proposed school's policies as they relate to promotion, graduation and student discipline. **NOT APPLICABLE**

¹²⁶ See Section 3 Attachment: *School Schedules* for details on learning lab tutoring days.

4. Assessments and School-wide Data (6 pages without footnotes)

A. Assessment Philosophy

Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the schools proposed Instructional Program.

At the Green Design Community School, we view assessment as an integral part of the learning process. Research shows that providing clear expectations, using regular formative assessments and providing feedback to students as part of the assessment process improves student performance within the classroom and on standardized tests.¹²⁷ Furthermore, a review of the literature reveals that regular usage of formative assessments has a larger impact on the learning of low achieving and special education students than on other student populations.¹²⁸ Recognizing this importance, the Green Design Community School faculty will use the following framework for developing, implementing and revising assessments for all students. This framework will also be used as part of our professional development and annual reflection sessions.

Clear Expectations and Goal Setting - It is important for the teacher and students to know where the semester, unit and lesson are going prior to commencing work.¹²⁹ Through the Understanding by Design curriculum mapping process, teachers will have a clear understanding of the learning goals for the entire semester and be able to communicate those goals to students. This communication will take place through a variety of strategies. First, teachers will devise a syllabus for each semester that explains the overall goals and introduces the units that will be taught.¹³⁰ Then, at the beginning of each unit, the teacher will provide a clear outline of the focus standards/learning goals, the major formative assessments, and a rubric for the final summative assessment for the unit. Finally, at the end of each major unit, teachers will engage students in a reflection that will offer students an opportunity to think through what they learned, what they did well, where they can improve, and to provide valuable feedback to the teacher for reflection.

Formative Assessments - Feedback and Reflection - It is helpful to conceptualize formative assessments as a feedback loop where teachers are creating opportunities for students to provide feedback regarding what they have and have not learned as well as opportunities for teachers to provide feedback to students regarding their progress in learning skills and content. Teachers will use assessments to reflect on their teaching, and may see it as necessary to re-teach a skill, concept or information. Students will be encouraged to see assessments as "checkups" rather than judgments, and through lessons, modeling and repetition, learn to use assessments as part of their own reflective learning process. In order to facilitate this, the formative assessments must be frequent, low stakes and be returned with feedback in a timely manner.

Summative Assessments – Celebration of Learning - Ultimately, at the end of a unit, a semester and a school year, it is important to assess what students have and have not learned, both for the purposes of assigning grades and credits and for teacher and student reflection. Additionally, there are multiple standardized summative assessments for all students and specialized populations, intended to measure the success of the school and/or appropriately place students in needed services. At the Green Design Community School our goal is to shift the culture around summative assessments and treat them as a

¹²⁷ Black, P., and Wiliam, D. (1998a). Assessment and classroom learning. *Assessment in Education*, 5 (1): 7-74; Sadler, D.R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18 (2).

¹²⁸ Black, P. and Wiliam, D. (1998b). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2): 139-148. (Available online: <http://www.pdkintl.org/kappan/kbla9810.htm>.)

¹²⁹ Research demonstrates that it is particularly important to facilitate learning for ELs; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.

¹³⁰ See Section 4 Attachment - *Sample Syllabus*

celebration of what students have learned rather than as an indication of their failures. We will do this through our presentation/exhibition component of many of the summative assessments we will be using (see below), as well as consciously creating a positive environment around CASHEE and CST testing.

B. Autonomy

Describe how the school will use assessment autonomy to maximize student learning.

The Green Design Community School will use its autonomy to tailor assessments and assessment schedules to our population. Data for feeder middle schools and John C. Fremont¹³¹ shows clear demarcation lines for performance bands through specific content strands. Early evaluation of these specific skill sets allows for focused instruction in the core content areas, individualized instruction in Advisory and learning lab, and identification of low performing students for the *Responsive to Intervention* (RTI) process.

Without the district-required periodic assessments, the GREEN DESIGN COMMUNITY SCHOOL faculty can create our own Grade-level Periodic Assessments based on the research-proven and skills-based STAR assessments purchased from Renaissance Learning¹³², curriculum embedded assessments and the standards-based assessments that we build using the LAUSD CoreK12 assessment program.

C. Student Assessment Plan

Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

Grade-level Initial, Mid-year, and End-of-year Assessments

Early skills assessment for all students and regular skills assessment in conjunction with focused intervention for struggling students is fundamental to catching students *before* they fail. At the Green Design Community School, we will conduct grade-level assessments at the beginning, middle and end of each school year. The first assessment will focus on grade-level skills in reading, writing and math using the CoreK12 Diagnostic Assessment tool.¹³³ The first assessment will be administered during our Summer Bridge program and during the first week of school. Analysis of this initial assessment data will:

- allow grade-level teams to identify specific skill areas to target across the curriculum
- create a baseline for all students from which we will measure their progress
- be used by the student to set goals in the Individualized Learning Plan
- be consulted when developing each student's Learning Lab curriculum for the semester
- identify students for the RTI process¹³⁴ which entails more intensive interventions, additional assessments and regular progress monitoring (by the student's advisor).

The mid-year assessment will reflect the content and skills taught during the first semester, and serve as a "pre-test" for the skills to be taught during the second semester (with a focus on the skills necessary for success on the CAHSEE and CST tests). Analysis of the mid-year assessment will:

- allow grade-level teams to reflect on the first semester, identify skills/content that needs to be re-taught or reviewed, and identify specific skill areas to target across the curriculum
- provide a benchmark for all students to measure against the baseline
- be used by the student to reflect on goals met/set new goals in the Individualized Learning Plan

¹³¹ See Section 2.C. Addressing the Needs of All Students for details.

¹³² <http://www.renlearn.com/>

¹³³ We are currently learning more about utilizing the LAUSD CoreK12 Assessment program.

¹³⁴ See Section 2.C. Addressing the Needs of All Students and Section 6. Serving Specialized Populations for details on the RTI process.

- be consulted when developing each student’s Learning Lab curriculum for the semester

The end-of-the-year assessment will reflect the content taught during the second semester, and the skills taught throughout the year. Analysis of the end-of-the-year assessment will:

- allow grade-level teams to reflect on the year, and adjust the curriculum for the following year
- provide a benchmark for all students to measure against the baseline
- be used by the student to reflect on goals met (or not met) in the Individualized Learning Plan

Project Based Learning and Presentations - At the Green Design Community School, the majority of our assessments will be projects and the public exhibition of learning. Projects are an advantageous form of assessment as they provide opportunities for differentiation and for students to demonstrate their learning in multiple ways. This is of particular relevance when teaching in a fully inclusive class of students with widely diverse learning needs. The projects will be developed by teacher teams during the curricula development process¹³⁵ after a project-based learning training in which teachers will learn how to develop, implement and assess projects.¹³⁶ In addition to projects, and as part of our culture shift to assessments as a “celebration of learning,” students at the Green Design Community School will present their work in public forums that vary from classrooms, to whole school to panels of experts. At the end of the year, every student will present a piece of work of which they are proud, at the end-of-the-year celebration/exhibition to their classmates, teachers, friends, family and the community.

Demonstration of skills, habits and content knowledge - In addition to the demonstration of content knowledge acquisition, the Green Design Community School class-based assessments will also measure the skills and habits that will facilitate success in college, career and life. For example, in an English class, students may demonstrate their understanding of literary devices through creating a short play utilizing the devices, or developing a guide that shows visual representations and example of the devices in use, but in addition to understanding the concept, students will also be assessed on a specific grammar skill¹³⁷ or on how well they communicated with their group¹³⁸ and on their commitment to completing a quality project despite challenges.¹³⁹

Multiple ways to demonstrate knowledge acquisition - Another benefit of the project-based learning approach, is that it allows for students to demonstrate their knowledge acquisition in a way in which they feel most comfortable and confident. As we discussed in previous sections, our students will become reflective learners and understand the ways in which they learn the best, and the ways in which they can best demonstrate their learning. At the Green Design Community School, our instructional strategies will address the multiple modalities in which students learn, and our assessments will reflect the multiple ways in which students can demonstrate that learning. Some examples of the diversity of assessment options are: open ended questions, oral presentations/tests, audio/visual presentations, formative and summative multiple choice tests, recreation of primary documents with analysis, performance of scenes, guidebooks, essays and portfolios.

Multiple opportunities to be successful - Throughout a particular unit, students will be provided with multiple formative assessments and multiple opportunities to do well on those assessments. If a student performs poorly on an assessment, after receiving feedback, the student will have the opportunity to

¹³⁵ See Section 2B.ii. Curriculum Development for details.

¹³⁶ See Section 5.C. Teacher Orientation for details.

¹³⁷ Research demonstrates that focusing on a limited number of grammatical skills for a given assignment is more effective than addressing them all (citation); this also provides an opportunity for individualization – assessing the grammar challenges of particular students.

¹³⁸ See our 4-year plan in Section 2.B for more details on skills development goals

¹³⁹ See our 4-year plan in Section 2.B for more details on habits of mind goals

correct the assignment and turn it in for a higher grade. This fulfills the purpose of the assessment (learning) by providing the student with an opportunity to understand what he or she did incorrectly and correct it. At the same time, it creates an environment that does not structure assessments as punitive measures but rather opportunities for learning.

Standardized Content Assessments - We also recognize that our students must possess the skills and confidence necessary to perform well on standardized tests. Through our coursework and individualized supports, the teachers will provide students with the basic skills and content knowledge they need to perform well on the tests. Beyond that, we will include the following specific test preparation components throughout the curricula, with higher concentrations in all classes and within Advisory during the months prior to the testing dates.

Understanding the tests - Our students are no strangers to standardized testing, however, it is possible that students have never had the opportunity to explore components of the tests, become familiar with the parts of the test, understand what they measure and discuss why they are important. Through our Advisory class, we will offer a low-pressure environment for students to learn about, research and discuss standardized tests.

Test-taking strategies - Knowing the content is only part of doing well on a standardized test. Additional skills such as how to break down a writing prompt (such as those on the CAHSEE), use the process of elimination, skim for responses and use context clues to identify word meanings are all skills that teachers will incorporate into their instruction, and work on with students as the tests draw near.

Test analysis for targeted instruction - Prior to beginning the school year, the principal will facilitate grade-alike team and content-alike team analysis of prior year CST data (strand analysis) and benchmark assessments to look for patterns of student performance. These patterns will help target the identified challenge areas across the curriculum throughout the school year. For each CAHSEE administration, once the school receives the “CAHSEE Student and Parent Reports” which indicate how students scored on the sections of the CAHSEE, the principal/support staff will send the report home to the parent and put a copy in the student’s permanent record. For students who failed either part of the CAHSEE, the principal/support staff will compile the reports for each advisor to share with his/her student, to explain the next steps to the parent/guardian, and incorporate the report as part of the student’s ILP and Learning Lab plan.

Specialized Assessments - Additional assessments to be conducted for specialized populations at GDSCS are: the California Alternate Performance Assessment (CAPA); California Modified Assessment (CMA); An alternative to the CST for special education (RSP/SDP) students who receive a FBB or BB for two consecutive years; California English Language Development Test (CELDT); PSAT/SAT/ACT; and the Advanced Placement exams.

Student Assessment Timeline

Grade Level	Time	Assessment
9/10/11/12	September	Initial Grade-level Assessment
9/10/11/12	September/October	CELDT Annual Assessment
9/10/11	October	Practice SAT (PSAT)
11/12	October/November	CAHSEE test (for students who have not passed yet)
9/10/11/12	Early February	Mid-Year Grade-level Assessment
9	February – March	Physical Fitness Test (PFT)
10/11/12	March	CAHSEE

9/10/11	May	CST/CAPA/CMA
11/12	May	Advanced Placement (AP) Exams
9/10/11/12	June	End-of-year Grade-level Assessment
9/10/11/12	June	End of the Year Celebration/Exhibition

D. Assessment Development

If applicable, submit a timeline that outlines plans to develop curricula (assessment?) for the proposed school prior to school opening.

The majority of the school-wide assessments offered at GDCS are state-required and will be developed outside of the school. However, we will follow a specific process to develop our internal *Grade-level Assessments* and Response to Intervention “Progress Monitoring” assessments. See Section 4 Attachment – *Assessment Development Timeline* for details. The class-based assessments will be created as part of the curriculum development process. See Section 2 Attachment – *Curriculum Development Timeline* for details.

E. Data Collection and Monitoring

Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?

A great deal of the data collection and monitoring process is built into the school curricula, culture, assessment and professional development plans. We will reference these connections throughout the following outline that indicates all of the data we will be using to monitor and support student success. In addition to the school-wide integration of data usage, the principal of the school (with the support of the school’s professional development and data team¹⁴⁰) will monitor specific data points regularly to look for school-wide patterns that may be addressed with additional resources or different strategies. Unless otherwise specified below, the analysis will be conducted by the Green Design Community School professional development and data team.

Type of Data	When collected?	How will it be used?
Graduation Rates and Senior Exit surveys	June	<p>The graduation rate is the ultimate summative assessment. It is important, however, to not only examine the graduation numbers, but also to understand the factors that have contributed to these numbers. Thus, all 12th grade students will be surveyed at the end of their senior year (whether they are graduating or not).¹⁴¹</p> <p>The data from these surveys will be analyzed by the principal and professional development and data team and shared with all teachers to use in their grade-alike team curriculum development and Advisory supports development. Data will also be used by the principal to determine what additional resources or supports for teachers and students are needed.</p>

¹⁴⁰ See Section 10.C.ii School Governance and Oversight: School Level Committees for details.

¹⁴¹ We will not have seniors during our first year (2011-2012) so the survey will be developed in a collaborative effort between the 11th grade Advisory teachers and their students.

Student retention and Exit Surveys	Exit surveys given when a student signs out of the school. Data to be analyzed at the end of each year (by the professional development and data team).	Data collected by an SLC at the sending school (Fremont) indicates that (not including drop-outs), the transient rate is approximately 20%, meaning that 20% of the students checked-out of Fremont to attend schools elsewhere. We will clearly document (through leaver-codes and ISIS notes) the departure of students. We will also use exit surveys to identify why students are leaving the school and determine what our sphere of influence is regarding student retention.
Students at grade level	Mid-year and end-of-the year	Through monitoring number of credits each semester, advisors and the school professional development and data team we can catch students before they fall too far behind. Data will be used by advisors to consult with their students, and used by the principal, professional development and data team and counselor to identify students for intervention. ¹⁴²
Attendance	Advisors will run the ISIS attendance report for their Advisory students bi-weekly The principal will monitor a school-wide report monthly.	This information will be used to identify students who are missing classes before absences lead to academic problems. ¹⁴³
CAHSEE Passage and Parent Reports	Grade-alike team analysis will occur at each semester, prior curriculum development for the next semester. Student reports will be distributed to parents and advisors within 10 days of receipt from the state.	Please see <i>Testing Analysis for Targeted Instruction</i> in Section 4.C. Student Assessment Plan for details on the usage of CAHSEE pass rates and the CAHSEE Student and Parent Report for targeted support and instruction.
CST Strand Analysis	Beginning of the school-year by grade-alike teams	CST Strand analysis exams the specific standards and areas within each CST test. Please see <i>Testing Analysis for Targeted Instruction</i> in Section 4.C. Student Assessment Plan for details on the usage of CST strand analysis for target support and instruction.

F. Graduation Requirements

For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.

Course	Credits	Specific Required Courses
English (B)	40 credits	4 years
Social Science (A)	30 credits	3 years (World History, US History,

¹⁴² See Section 2.C. Addressing the Needs of All Students for intervention strategies.

¹⁴³ See Section 3.C. Student Social and Emotional Needs (attendance monitoring) for more details.

		Econ/Government)
Mathematics (C)	30 credits	3 years (including Algebra I, Geometry and Algebra II)
Science (D)	30 credits	3 years (ICS, Biology, Chemistry/Environmental Science)
World Language (E)	20 credits	2 years (Spanish)
Visual and Performing Arts (F)	10 credits	1 year (Design/Drafting)
Physical Education	20 credits	2 years
Elective – Thematic (G)	20 credits	2 years (Computer Aided Drafting: Bentley Microstation)
Elective – Learning Lab	10 credits	The Learning Lab will offer a multitude of opportunities to make up the above referenced courses, and take Honors supplements, AP, college and certification coursework online.
Advisory Participation	20 credits	5 credits per year

Monitoring Students' Progress to Graduation

The student's advisor (in collaboration with the student and his/her parent/guardian) has the primary responsibility for monitoring the student's progress towards graduation. Starting in grade 9, using the Individualized Learning Plan (ILP) Graduation Progress document, the advisor will review the graduation requirements with the student and the parent/guardian. This will include A-G requirements, as well as other criteria to make students competitive for college admission (AP courses, clubs, sports, etc.). Then, at the beginning of each school year and after the first semester (during parent night or home visit) the advisor, student and parent/guardian will update the student's graduation progress in their ILP.

The advisor will also monitor each student's academic progress quarterly (every 2 months) for all students. For students who have been identified as needing additional interventions, there are several monitoring tools that will be used (e.g. weekly progress reports, daily attendance reports, academic contracts). These tools will be available as part of the Faculty Handbook, and available in the main office. Additional progress checks will be made by the counselor on the following schedule: once per year during 9th and 10th grade, once per semester for 11th and 12th grade.

5. Professional Development (8 pages without footnotes)

A. Professional Culture

Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.

Research shows that student achievement improves when teachers work collaboratively in a professional community “to improve their practice and improve student learning.”¹⁴⁴ In the School Culture and Climate section of this proposal we discussed creating a “community of learners” by connecting students’ lives to academics, connecting students to each other and connecting students to the school and community. As a key part of the professional culture, we will extend the concept of connection to the administrators, teachers and support staff, as well as parents, community members and local organizations. Essentially, everyone who is responsible for the education of the students will be introduced and commit to the following philosophies regarding the professional culture at the Green Design Community School.

Connection across the subjects – Grade-alike teams will collaborate to make links among the content areas through teaching focus (power) content-standards, common skills and academic vocabulary across the content areas as well as through thematic projects that integrate two or more content areas. The grade-alike team grouping will be first introduced during the *Teacher Orientation Retreat* (see below), and will be the primary structure for professional development sessions throughout the school year.

Connection across the grades – Content-alike teams will collaborate to ensure vertical integration within a content area, making sure students learn the necessary skills and content knowledge upon which they will build each year. This will be introduced to teachers during the *Teacher Orientation Retreat* (see below) and will become a common practice as content-alike teams work together in monthly professional development meetings to discuss best practices and vertically integrate the content-standards and curricula from 9-12th grades.

Connection across the schools – Through our building council, resource and personnel sharing, the four schools at the Gage and Central Community Schools Complex will collaborate to provide the variety of services offered at large high school while maintaining the individualized attention, instruction and resource direction found at small schools. Sharing knowledge and best practices across the schools will also be made possible through engaging content area teachers in a bi-annual “Meeting of the Minds” meeting/retreat.¹⁴⁵

Connection to the community – The Green Design Community School will collaborate with the families of students, community members, and local associations and organizations to provide a multitude of learning opportunities and supports for students through the projects implemented through the Green Ambassadors curriculum and the thematic CTE course sequence. These connections will be coordinated by the campus-wide Community Coordinator (parent involvement),¹⁴⁶ the Green Design Community

¹⁴⁴ Louis, K.S., Leithwood, K., Wahlstrom, K. and Anderson, S.E. (2010). *Investigating the Links to Improved Student Learning*. The Learning from Leadership Project. University of Minnesota: Center for Applied Research and Educational Improvement and University of Toronto: Ontario Institute for Studies in Education.

¹⁴⁵ A major problem cited by small schools teachers is the lack of other teachers who are teaching the exact same class (i.e. Algebra, American Literature or Physics). To address this, the New Technology Foundation has developed a “Meeting of the Minds” events for content-area teachers from multiple schools to gather and share best practices. See http://www.newtechnetwork.org/newtech_events for more details.

¹⁴⁶ See Section 3.E. Parental Involvement for details.

School Work-based Learning Coordinator (internships, work-study, volunteering, etc),¹⁴⁷ and the Community Schools' Coordinator/Site Director (partnerships management).¹⁴⁸ Through faculty meetings and professional development sessions facilitated by One LA¹⁴⁹ dedicated to *community connections* (see PD schedule below), the faculty and the above-referenced coordinators will work collaboratively to integrate parents into the learning process, expose students to real-world work experiences and develop synergistic relationships between the faculty, the curriculum and the community schools partnerships.

B. Professional Development

Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as wEL as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?

The Green Design Community School Professional Development Plan is based on the principles of a "Professional Learning Community." In the book, *Learning by Doing*, the authors define the following commitments that must be made by all participants (administrators, teachers, and support staff):¹⁵⁰

Focus on Learning – All participants will work together to set goals regarding what students will learn, monitor students' learning, and implement the necessary supports to facilitate student learning.¹⁵¹

Collaborative Culture and Collective Inquiry – All participants will work collectively to build shared knowledge on the best way to achieve their goals and educate their students.

Action Oriented – All participants will act on their learning, implementing new instructional strategies and curriculum in their own classes.

Then, the authors suggest, that the work of a "professional learning community" combines the three above referenced principles in a reflective cycle, in which all participants work collaboratively during weekly professional development time¹⁵² to:

- review student data to determine need (CST, CAHSEE, and Grade-level assessments)
- set student learning goals
- identify instructional strategies (including training in strategies as needed)
- implement the strategies (including strategy implementation check-ins)
- use student data to reflect on the success of the strategy (and make necessary adjustments)

A note on differentiation: We recognize that teachers will arrive at the Green Design Community School with varying degrees of expertise in different experience areas. Just as with our students, we will "assess" what teachers know/need to know through a reflection period and survey at the conclusion of our *Teacher Orientation Retreat* which will take place in the summer prior to the start of the school year (see below).

¹⁴⁷ See Section 3.D. College and Career Readiness for details.

¹⁴⁸ See Section 9.B. Key Community Partnerships for details.

¹⁴⁹ See Section 3.E. Parental Involvement and Section 9.B. Key Community Partnerships for details.

¹⁵⁰ DuFour, R., DuFour, R., Eaker, R., and Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington: Solution Tree Press.

¹⁵¹ See Section 4: Assessments and School-wide Data for more details regarding goal setting and monitoring student success; See Section 2.C. Curriculum and Instruction – Addressing the Needs of All Students for more details on the specific supports and challenges for student learning.

¹⁵² See Section 5.D. Professional Development Calendar for details

The professional development and data team¹⁵³ will then examine the areas where teachers require additional training and arrange for professional development sessions and/or individualized support (through a teacher mentor or the principal) to take place during the school year. Additionally, the reflections and survey data will identify the teachers with knowledge or skills in a particular area and the professional development and data team will approach those teachers to be trainers for sessions about which they are knowledgeable. It is also important to note that in addition to the information obtained during the retreat reflection, the principal will make it a priority to be in classrooms regularly¹⁵⁴ and this presence will be designed to identify best practices (so they can be shared) as well as identify particular challenges teachers are experiencing (so they can be supported). Without directly revealing who the teachers are, the principal can inform the professional development and data team of particular areas of need for professional development.

C. Teacher Orientation

Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.

Three-week Teacher Orientation Retreat

Research on school program implementation indicates that professional development and collaborative planning time including *all faculty* and held *prior* to the school opening is critical to the success of the program.¹⁵⁵ Thus, the Green Design Community School is going to utilize its resources to hold a three week *Teacher Orientation Retreat* for all teaching staff which will be facilitated by the Gage and Central Community Schools design team. All hired teachers will be expected to attend this retreat (and it will be part of the Elect-to-Work Agreement¹⁵⁶).

The first week of this retreat will involve a series of full-day professional development seminars conducted by design team members. These seminars will be based on the overall vision of the Gage and Central Community Schools and introduce the philosophies and instructional strategies outlined in this proposal.

Prior to this week, as part of the hiring process,¹⁵⁷ teachers will be asked to read, reflect on and commit to the Curriculum and Instruction, Culture and Climate, Assessment and School-wide Data, and Professional Development components of the proposal. This establishes familiarity with the elements to be addressed during the *Teacher Orientation*. Given this, the design team will use the written components of the proposal within the trainings, referring back to the overarching vision and philosophies guiding the work.

Day One: Since this will be the first day that the staff will be working together as a whole, we will first to know each other on a personal level- understanding why teachers chose education and our hopes for the school. We will then transition into a discussion about our goals for our students and what defines a

¹⁵³ See Section 10.C.ii. School Committees for details on the professional development committee.

¹⁵⁴ See Section 11. School Leadership for details.

¹⁵⁵ Datnow, A. and Castellano, M.E. (2001). Managing and Guiding School Reform: Leadership in Success for All Schools. *Educational Administration*. 37(319); Stringfield, S. et al. (1998). Scaling Up School Restructuring in Multicultural, Multilingual Contexts. *Education and Urban Society*. 30(3); Coburn, C.E. (2007). Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change. *Educational Researcher*. 32(6).

¹⁵⁶ See Section 12.C. Staffing: Autonomy for details

¹⁵⁷ See Section 12.C. Staffing for details

“successful student.”¹⁵⁸ We will also use materials from the Coalition of Essential Schools¹⁵⁹ to introduce teachers and staff to the shifts that must occur when moving from a large comprehensive high school model to a small school model and the CES principles and habits of mind.

The rest of the week will be introductory sessions guided by the instructional strategies and curricular themes outlined in Section 2.D. of this proposal. Our goal is to provide a foundation for teachers to plan during the second and third weeks of the retreat (see below).

*Days Two and Three: Project Based Learning and Understanding By Design*¹⁶⁰ - Prior to the teacher orientation, the principal and the design team will use a combination of professional development modules and planning materials from Understanding by Design; the Coalition of Essential Schools; The Center for Advanced Research and Technology (CART); Edutopia; and the Center for College and Career to develop a complete guide to planning, implementing, monitoring and assessing project-based learning. This guide will include specific modules focusing on differentiated materials within a project-based classroom, language/learning supports for English Language Learners, and group-work introduction and facilitation guides for students new to working collaboratively.

Days Four and Five: Teaching Students with Specialized Learning Needs – This session will be facilitated by our special education teacher(s), ESL teacher(s) and EL Support staff (EL specialist/access to core coach). Using Section 2.C. *Addressing the Needs of All Students*, we will review the various populations that we are expecting to serve at each of the Gage and Central Community Schools, and discuss the strategies and practices that we will put in place to create a fully inclusive and supportive learning environment for all students. *On day four*, the featured instructional strategies will be introducing/reviewing are: *using differentiated materials* (during which time we will review and select various types of supplemental materials) and *Specially Designed Academic Instruction in English (SDAIE)*.¹⁶¹ *On day five*, teachers will introduce teachers to the *Responsiveness to Intervention Training (RTI)* process that we will be using at the Green Design Community School. In order for the levels of intervention to be successful, the teachers need to understand their function and the part they play in the process. During this session, teachers will also be introduced to the Grade-level assessments that we will be using at the beginning, middle and end of the year and how those (and additional) assessments work within the RTI process.

*Day Six: Thinking Maps, Vocabulary Instruction and AVID strategies*¹⁶² - This session will focus on the remaining instructional strategies on which we have chosen to focus for the first year. These strategies can be used across curricula and should be integrated into every teaching unit.

Day Seven: Advisory – This session will be led by our school counselor and introduce the philosophy behind and purpose of Advisory, the responsibilities of the advisor and the Individualized Learning Plan.

¹⁵⁸ This conversation can be informed (but not limited) by the G&C Vision, the Green Design Community School vision and the “what is a Green Design Community School graduate” piece of Section 2.A. Instructional Philosophy of this proposal.

¹⁵⁹ There are a multitude of tools available online at <http://www.essentialschools.org/resources>. We will also be using excerpts from the book. Feldman, J., Lopez, L., and Simon, K.G. (2006). *Choosing Small: Essential Guide to Successful High School Conversion*. San Francisco: Jossey-Bass.

¹⁶⁰ Resources: Coalition of Essential Schools online resources;

¹⁶¹ Resources: FitzEL, S.G. (2004). *Special Needs in the General Classroom: Strategies that Make It Work*. Manchester; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.

¹⁶² Hyerle, D. (1995). *Thinking Maps: Tools for Learning*. Cary, NC: Thinking Maps, Inc.; KinsELa, K. (2003). *Narrowing the Vocabulary Gap*. (materials from a Kate KinsELa training at the CES conference); and related components from AVID websites and elements teachers on the design team already have.

During this session, the counselor will share some of the strategies for creating a safe and positive Advisory environment, what resources are available for our students, when and how to refer students to those resources, and how we as a staff will support each other through using “student protocols” at the beginning of every weekly professional development meeting.

NOTE: We realize that we may have teachers who are not familiar with all of the instructional strategies introduced at this retreat, and that one PD session is not sufficient for teachers to become comfortable using these strategies. Our goal is to strategically place our design team members across content areas and grade levels so each content-team and grade-level team will have a design team member to facilitate the planning for the year, and the integration of the above instructional strategies into the curriculum. Then, as noted earlier in this section, the professional development and data team and the principal will work throughout the year to support all teachers in the implementation of their designed curriculum and instructional strategies.

The remainder of the second week is structured to implement the Curriculum Development process described in Section 2.B.ii of this proposal. This development will utilize CST data from the prior year,¹⁶³ Understanding by Design Curriculum Maps,¹⁶⁴ California state standards frameworks, standards-based textbooks, materials from the previous professional development sessions and the PSC proposal (Sections on Curriculum and Instruction and Assessments). Teachers will work in grade-alike teams and in content-alike teams to create overarching frameworks and then work individually or in small groups (depending on need) to create individual course curriculum and syllabi for the first semester.

Day Eight: Advisory Thematic Framework – Using the four-year plan (see Section 2.B.), each grade-alike team will create an Advisory curriculum map for each grade level. This loosely structured curriculum map will include the habits of mind, skills and general thematic foci to be addressed each quarter. The Advisory curriculum maps will be used by the grade-alike teams as a framework to guide the development of the grade-level curriculum maps for the school year.¹⁶⁵

Day Nine: Content Standards Framework (vertical integration) Each content area team will review the CST strand data from the previous year (incoming students) and identify the areas of skills/content area deficiencies within each content area. Using this information and the California content standards frameworks, the teams will develop a 4-year curriculum map for their content area that includes the “power standards” to be addressed each year. The content area curriculum maps will be used as a content standards framework by the grade-alike teams as they plan the grade-alike curriculum maps for the school year.¹⁶⁶

Day Ten: Grade-alike thematic/standards framework (horizontal integration) - Each grade-alike team will review the CST strand data from the previous year (incoming students) and identify the areas of skills deficiency that can be addressed across the curriculum. Using this information and the Advisory and content standard frameworks as guides, the teams will develop a 4-quarter curriculum map for each grade level. Each curriculum map will contain the theme, standards, skills/habits to be taught each quarter and

¹⁶³ Our hope is that the majority of students coming from Edison and Fremont will have been entered into ISIS prior to this retreat, and we will be able to run reports of CST strand data for each grade-level and content-area.

¹⁶⁴ http://www.educationworld.com/a_curr/virtualwkshp/virtualwkshp004.shtml

¹⁶⁵ Resources: GREEN DESIGN COMMUNITY SCHOOL Four-Year Plan; Poliner, R.A. (2004). *The Advisory Guide: Designing and Implementing Effective Advisory Programs in Secondary Schools*. Cambridge: Educators for Social Responsibility.

¹⁶⁶ Resources: CST strand data reports for incoming students organized by content area (My Data); California Content Standard Frameworks.

how they will assess what is learned.¹⁶⁷ During this planning session, the grade-alike teams will also create at least one of the two cross-curricular projects to be taught during the 2011-2012 school year.

Week Three: Teacher work time - During the remainder of the retreat and additional days during the summer (depending on funding), teachers will work independently and/or collaboratively (depending on need) to develop a curriculum map and syllabus for each class for the first semester.

Retreat Reflection (Day 15) – On the final day of the retreat, to begin establishing a reflective culture at the school, the retreat participants will reflect on the past two weeks, discuss what went well and what needs improvement. The Professional Development Committee will use this information as they develop future PD plans.

We recognize that not all teachers may be hired in July 2011. To address this issue, the school principal, in consultation with relevant content area experts,¹⁶⁸ will develop a UBD curriculum map, general unit and lesson plans and a syllabus for the first semester during the month of August. Newly hired teachers will be introduced to this curriculum map to use as a guide, but will be encouraged to make it “their own.”

Additionally, the design team will offer the first week of the July retreat (above) for all newly hired teachers during the week prior to school opening. For teachers hired after this time (and in the years to follow), all of the materials used during the first week retreat will be put into an *orientation notebook*, to be used by a mentor teacher to introduce the new teacher to the school.

After the initial orientation, the school’s professional development calendar (see below) will focus on analyzing student data, identifying skill needs, learning about and implementing instructional strategies, and reflection/improvement. Beyond the formal professional development sessions, new teachers will have a mentor teacher from their grade-alike team or content area (depending on the need) to check in with them on a weekly basis and address their learning needs individually.

D. PD Calendar

Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

The table below outlines all of the professional development sessions that we will have throughout the school-year, with the majority of the sessions occurring during the *after school professional development meeting* that will take place every Monday from 1:30pm-3:25pm (a shortened day for students).

It is important to point out that the majority of the after school professional development sessions will be *grade-alike* meetings and the format of the PD will follow the *Professional Learning Community Continuous Improvement Process*. This process (described briefly above) starts with analysis of the student data that we will collect from the *Grade-level Initial Assessment*.¹⁶⁹ Based on that analysis, teachers will determine specific skill areas that need to be addressed across curricula, set learning goals for students and discuss the potential strategies (from the instructional strategies listed above and in section 2.D. Instructional Strategies) to address them. At that point, teachers with experience in a

¹⁶⁷ Resources: CST strand data reports for incoming students organized by grade-level and skills areas (My Data);

¹⁶⁸ In addition to the internal content area teams, a design team member has relationships with UCLA content-area experts who can assist in the development of curriculum.

¹⁶⁹ See Section 4.C. Student Assessment Plan for details

particular strategy will conduct trainings on that strategy for the rest of the team (if no internal teacher has experience, the principal will bring in an expert/trainer). After the training, the teachers will discuss how to implement best practices in their classrooms and will begin implementation. Meetings during implementation will involve looking at student work, reflecting on implementation and making improvements where necessary (during this period, it will also be possible for teachers to visit each other's classrooms to watch the implementation of a particular strategy). Towards the end of the semester, the teachers will develop the *School-wide Benchmark Assessment* based on learning goals set at the beginning of the semester, and as part of the benchmark assessment. After students have taken the benchmark assessment, teachers will analyze the data to determine what was successfully taught, and on what skills they need to focus for the next semester. Then the cycle begins again.

Structure	Description	Frequency
Retreats - Full-day sessions - All staff attend (with grade-alike and content areas breakouts)	School orientation and curriculum planning for new teachers (see above)	2 weeks summer prior to open 1 week make-up session in Aug
	Review student-level data, reflect on 1 st semester and set learning goals for 2 nd semester	After 1 st semester benchmark test results have been collected/analyzed
	Review student-level data, reflect on 2 nd semester/year; adjust curriculum for next year	1 week end of the school year
Grade-Alike Meetings ¹⁷⁰ - after school - 1.5-2 hours - All staff/grade-alike grouping	Every meeting will start with a 10-15 minute "student protocol" ¹⁷¹	2 times/month during the <i>after school professional development meetings</i> ¹⁷²
	The remainder of the meeting will be used to follow the <i>Professional Learning Community Continuous Improvement Process</i> over the course of one semester (see above for details). This time will also be used for curriculum implementation check-ins, particularly during cross-curricular project implementation.	Notes: During times of increased need, the content-area meetings, Advisory team, and whole-school meetings will be replaced by grade-alike meetings
Advisory Team Meetings - after school - 1.5-2 hours - All staff/Advisory team grouping ¹⁷³	Every meeting will start with a 10-15 minute "student protocol" The remainder of the meeting will be used to discuss the Advisory curriculum implementation, learn about intervention strategies/referrals ¹⁷⁴ and reflect/improve on Advisory implementation.	1 time/month during the <i>after school professional development meetings</i>

¹⁷⁰ We recognize that some teachers will teach across multiple grades (particularly Spanish, ESL and Special Education); to address this, we will set up a professional development schedule for these teachers to ensure they have sufficient collaboration/PD time with each grade-level team.

¹⁷¹ The "student protocol" is a strategy used at the Metwest school in Oakland as a collaborative protocol for teachers to use to address specific students who are struggling in their class.

¹⁷² "After school professional development meetings" will be held every week. Please see Section 3.F. School Calendar/Schedule for details.

<p><i>Content-Area Meetings</i></p> <ul style="list-style-type: none"> - after school - 1.5-2 hours - all staff/content-area grouping 	<p>Content area teams will meet to share best practices across the grades, focus on content-specific instructional strategies and to develop and check-in on vertical integration of the content standards within the 9-12 curriculum.</p>	<p>Once/month during the <i>after school professional development meetings</i></p>
<p><i>Whole-School Meetings</i></p> <ul style="list-style-type: none"> - after school - 1.5-2 hours - all staff 	<p>On occasion, as whole-school professional development needs are identified by the principal or professional development committee,¹⁷⁵ all staff will meet to review data, learn a strategy or discuss a school-wide instructional issue.</p> <p>Note: The <i>whole-school meetings</i> during this time will always be instructionally focused. Operational issues will be handled during faculty meetings, which take place after school.</p>	<p>As needed during the <i>after school professional development meetings</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Project-based learning/group training and breakouts based on need - Community Connections meetings
<p><i>Meeting of the Minds</i></p> <ul style="list-style-type: none"> - across schools - content-area groups 	<p>Content-area groups meet across the 4 small schools to share best practices and focus on content-specific instructional strategies.</p>	<p>1 – 2 times per year; depending on funding, it will be a half-day, full-day or after school meeting.</p>
<p><i>Common Planning Time</i></p> <ul style="list-style-type: none"> - grade-alike dyads 	<p>Grade-alike math/science and English/social studies teachers will have 2-4 days per week with a common planning period.</p> <p>This time can be used to check in on shared projects, particular students or instructional strategies.</p>	<p>2 – 4 days per week (depending on the schedule)¹⁷⁶</p>
<p><i>Additional Trainings/Conferences</i></p>	<p>As the district provides, money is available or grants are available, teachers at the Green Design Community School are encouraged to attend instructionally focused trainings and conferences that will improve their teaching and learning.</p> <p>Upon return from these conferences, the teachers will be required to share what they learned with the staff.</p>	<p>As available, throughout the year</p> <p><i>Examples:</i></p> <p>Special Education Career and Technical (CTE) Gifted and Talented (GATE) English Language Learners (EL) Coalition of Essential Schools Fall Forum</p>

¹⁷³ Advisories will be programmed by grade-level and these grade levels may not match the grade-alike teams. While there may be some overlap, the grouping and focus of these meetings will focus on Advisory.

¹⁷⁴ Advisory plays a big role in the GREEN DESIGN COMMUNITY SCHOOL academic and social culture and thus it is important, especially during the first year of implementation that we commit at least one professional development session per month to Advisory implementation.

¹⁷⁵ See Section 10.C.ii. School-level Committees for details

¹⁷⁶ See Section 3.F. School Calendar/Schedule for details.

<i>Additional Planning Time</i>	All teachers are expected to have a syllabus, curriculum map and unit plans completed prior to the beginning of the semester.	The Green Design Community School will provide paid time during the summer and breaks to create these elements.
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E. Program Evaluation:

Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.

- professional development committee
- use reflection process to check in on usefulness of professional developments
- after every professional development retreat or sequence (as some weekly professional development sequences will last over several weeks), we will provide anonymous teacher feedback/evaluation forms for the professional development committee to review
- program modification is built into the schedule through the Professional Learning Community Continuous Improvement Process
- after the first semester the grade-alike teams will look at the learning goals that they set (focus standards/skills) and review the mid-year assessment data to determine if those goals have been met. If they have, then we continue with our professional development process. If not, we will assess our process to determine how we can improve.

F. Autonomy:

Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.

- Autonomy and control over our professional development will allow teachers to implement curricula, plans and programs outlined in this proposal
- Our professional development program is integrated into school curricula and is based on our students' needs.¹⁷⁷
- additional time in the schedule to allow for weekly professional development meetings (see 3.F.i. schedule autonomy)
- Due to the importance of teachers learning and collaborating together beyond the school day, we are writing requirements for (paid) professional development/curriculum planning meeting attendance into our Elect-to-Work Agreement.¹⁷⁸

¹⁷⁷ See Section 2 Curriculum and Instruction for details

¹⁷⁸ See Section 5.C. Teacher Orientation

6. Serving Specialized Populations (3 pages without footnotes)

A. Special Education

Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in Appendices C, D & E.

In the attached *Service Plan for Special Education* you will find detailed descriptions of our planning, implementation and monitoring processes for the special education program at the Green Design Community School. In the summaries below, we outline the **personnel** responsible for and the **key processes** involved in the implementation of our special education plan.

Personnel - The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500-student population, the Green Design Community School should expect to serve approximately 40-60 students who require special education services (either RSP & SDP¹⁷⁹), with the potential of also serving students (or classes of students) with mental retardation, autism, emotional/behavioral challenges or orthopedic impairments. The following personnel will be responsible for meeting the needs of these students.

The school *principal* is the person ultimately responsible for the appropriate implementation and monitoring of the special education program at the school. To ensure this, the principal will meet (before/after school or during PD time) once per month with the special education clerk and special education staff to discuss any challenges or issues that need to be addressed. Additionally, the principal will conduct (with the assistance of the special education clerk), an implementation review of the school's special education program within the first 30 days of the new school year using the *School Self Review Checklist*,¹⁸⁰ after which time, the principal will conduct follow up checks in January and April regarding the elements that were not or partially in place during the initial review.

The Green Design Community School will share one *special education clerk* with the Performing Arts Community School (serving no more than 150 students in special education)¹⁸¹. This will provide the clerk with enough time to complete the necessary compliance monitoring and documentation and perform the following duties:

- Review school enrollment records/SIS to identify all students with special needs in the school.
- Calendar IEP meetings in consultation with the student's case carrier and parent/guardian (see below for information regarding when IEP meetings will be scheduled).
- Communicate the IEP meeting date, time and location to the case carrier, principal, counselor, advisor, and grade-alike team, confirming attendance of the case carrier, an administrator (or designee) and the student's advisor, and sending a reminder the day prior to the meeting (via email).
- Communicate the IEP meeting date, time and location to the parent/guardian via phone in their primary language (& informing them that translation will be available at the meeting), and sending a reminder home with the student or via phone the day before the meeting.
- Ensure that the goals section of the IEP is mailed to the parent after the meeting.
- Monitor the sign in logs for the itinerant special education staff, and conduct spot checks that the appropriate information has been entered into Welligent.
- Monitor each small school office periodically and refill/update the following publications and forms as needed:

¹⁷⁹ Services will either be provided through the Resource Specialist Program (RSP) or the Special Day Program (SDP).

¹⁸⁰ LAUSD Reference Guide: REF2624.5 School Self Review Checklist, Students With Disabilities: 2010-2011

¹⁸¹ See Section 12. Staffing for details on shared personnel.

- Are You Puzzled by Your Child's Special Needs? brochure
- A Parent's Guide to Special Education Services
- Student Enrollment form
- Student Information Questionnaire for Parents and Guardians
- Request for Special Education Assessment form

Special Education Teachers - For our RSP and SDP populations, we will be provided with special education teacher/case carrier positions by the LAUSD at the ratios of 28-32 to 1 for RSP and 12-14 to 1 for SDP, although through supplementary funding and staffing part time positions, our hope is to keep the ratios close to 25 to 1 for RSP and 12-1 for SDP so that the staff may appropriately fulfill their case carrier and instructional responsibilities. The staff for these positions will be hired by a team representing general education and special education teachers/staff, students in special education and their parents, and will be reviewed for their qualifications, credentials and prior experience working in special education and general education environments. Their responsibilities will include:

- Review school enrollment records/SIS to identify all students with special needs in the school.
- Provide a copy of each student's IEP to the student's advisor and grade-alike team (within the first 30 days of the student's enrollment)
- Request an initial informal "meet and greet" IEP meeting upon the enrollment of every new student (at the beginning and throughout the year).
- Request an annual IEP update meeting at least one month prior to the due date.
- Communicate IEP outcomes and goals to the student's advisor and grade-alike team after the annual IEP meeting.
- Complete the necessary updates, changes and notes within Welligent after each IEP meeting, and throughout the school year.
- Participate in behavior intervention observations and meetings for students in their case load, and support the general education staff in implementing the appropriate interventions
- Collaborate with general education teachers during professional development to facilitate understanding the IEP and incorporate the appropriate accommodations and modifications into the general education classroom.
- Monitor and support the implementation of the specific accommodations and modifications within the general education classroom.
- Provide in-classroom assistance to students
- Conduct pullout sessions and learning center/lab time as indicated on the student's IEP (RSP)
- Conduct pullout sessions and self-contained classroom time as indicated on the student's IEP (SDP).

We also recognize that based on the feeder/sending school population and as determined by the district's special education division, we may be receiving students with mental retardation, autism, emotional/behavioral challenges, orthopedic impairment and/or who require CBI. We recognize that some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include *every* student at the Green Design Community School in *at least* our advisory program so that *all* of our students will receive the social benefits of participating in a diverse learning environment.

General Education Teachers - Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, *along with* focused pullout sessions, direct support from specialists, *and* training for all teachers in how students learn and how to differentiate instruction.¹⁸² Based on this research, our students with special learning needs will spend a large part of their day in the least restrictive environment/general education classrooms where teachers will engage the class in differentiated instruction, and provide supplemental materials to support student

¹⁸² Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.

learning. To support our general education staff in this work, we will provide professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching strategies that have been proven to facilitate the learning of students with learning disabilities.¹⁸³

Itinerant Special Education Teachers - The special education clerk, principal and case carrier will work with the LAUSD special education division to provide on-site support services for students with special learning and other needs. Some of these services are: speech and language, audiological services, adaptive p.e., occupational therapy, and inclusion specialists for students with moderate to severe challenges.

Key Processes

The implementation of a special education program involves multiple complex processes that must be implemented and monitored. The monitoring responsibilities are described in the personnel section above the details of each process are included in Section 6 Attachment: *Special Education Service Plan*. To summarize these key processes:

- Search and Serve: It is fundamentally important that all students receiving special education instruction are identified as soon as possible upon enrollment so that there is no disruption to the support and services the students need to be successful. It is also important that parents have access to important information and materials regarding special education services and opportunities as well as information regarding the process to request an assessment for their child and the process to file a complaint if they feel their child's needs are not being met.
- Intervention program: At the Green Design Community School we will use the Response to Intervention process - a three tiered academic intervention process that involves a cycle of assessment, interventions that vary in individualization and intensity, depending on the tier. This process is utilized within the general student population *prior* to recommending a student for a Student Study Team (SST) and special education assessment.
- Positive Behavior Support Plan: We will engage in a multi-level (campus-wide and small school-focused) positive behavior support program for all students to establish clear expectations, prevent inappropriate behavior and encourage appropriate (positive) behavior. As needed, this program will be supplemented for the special education population by specific coaching by the special education teachers. When inappropriate behavior occurs, we have a three-tiered intervention program for all students that involves observation, analysis of potential causes of the behavior and the appropriate consequences *and* supports to address the behavior.
- IEP Process: The special education clerk and case-carriers will work together to schedule, conduct and appropriately follow up on IEP meetings and the decisions made within them.
- Identification and Assessment of Students: For students who are not receiving special education services and are not responding to Tier 3 academic interventions, we have a process in place to refer student for a student study team (SST), conduct an investigation regarding the implemented interventions, determine potential exclusionary factors, and monitor for over-referring of a particular ethnicity prior to a recommendation for special education assessment.
- Standards-Based Instruction: Whether a student is receiving grade level or alternative standards, we have a process in place for our special education teachers to work in collaboration with general education teachers to provide students with a standards-based education and the supports they need to access the standards.
- Transition Planning: All students at the Green Design Community School will be prepared for life after high school. In addition to the development of skills and habits that will help our students with special needs be successful, we will provide students with the mandated transition assessments and

¹⁸³ See section 2.D "Instructional Strategies" and section 5 "Professional Development" for details.

plans, provide information to parents and students regarding governmental, employment-related and college-based services available to students and adults with special needs.

- Extended School Year (ESY): We will follow the process outlined in the LAUSD Reference Guide 5276.1 regarding the data collection, analysis and documentation required to recommend a student for the Extended School Year program.
- Professional Development: Our general education professional development will involve collaboration time with special education teachers, and specific training involving special education instruction, supports and processes.
- Parent participation: In addition to our general education parental involvement plan, we will outreach to and provide information and opportunities for parents of students in the special education program.

COMMUNITY INVOLVEMENT

8. Community Analysis and Context (3 pages without footnotes)

A. Description

Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.

Community Description

The South Region High School #2 (SRHS#2) is located in an area with a rich history of culture, transformation, struggle and potential. In the early to mid 20th Century, Central Avenue (which runs directly west of the campus) was the music, arts and cultural center of the African American community in Los Angeles. In the late 20th Century and into the 21st Century, the community experienced major demographic shifts as African Americans sought new opportunities after housing desegregation and immigrant populations arrived from Mexico and Central America seeking new opportunities for their families. The community was and is also an area deeply impacted by high concentrations of poverty and frequent instances of violence.¹⁸⁴

There are also many assets shared by this community. Family is a major source of strength, with many multi-generational households and families living within close proximity to one another – grandmothers, aunts, uncles and cousins are all an integral part of the family, with many families taking in biologically unrelated children as one of their own. The churches in the community, and other communal spaces such as Bethune Park are always bustling with people (community sports, toy share, parent and community groups, youth clubs) and a variety of local organizations and coalitions support the development of the businesses and periodic convergences to address important issues (Central Avenue Business Association, Florence/Firestone Community Leaders Program).

These demographics, challenges and potential are reflected in the student populations of the sending high school, Fremont Senior High (90% Hispanic/Latino and 9% African American, and the feeder middle school, Edison (97% Hispanic/Latino and 3% African American), with 37% of the students in both schools in the process of learning English as a second language, 50% of the students demonstrating English proficiency, with English as their second language, and over 80% of the students receiving Free and Reduced priced meals (an indicator of poverty).¹⁸⁵

We were all initially drawn to teach in this area because we saw the need and we realized the potential. While teaching at Fremont High School, we saw that despite the challenges our students faced, if given the right supports and encouragement, they could thrive. Our goal in creating the Green Design Community School is to personalize the educational experience for each student and systemize the supports that work for our students and their families throughout the small school. Our goal in becoming part of the Gage and Central Community Schools Complex is to connect the individual potentials, supports and assets of the community with each other and the school to create a powerful web of support through which no student will fall.

Meeting the Needs of the Community

¹⁸⁴ Nicolaidis, B. (2002). *My Blue Heaven*. Chicago, IL: University of Chicago Press. (304); Sides, J. (2003). *L.A. City Limits*. Berkeley and Los Angeles, CA: University of California Press. (196); This information is based on a combination of personal experiences and conversations that the design team members have had with people who live in the community and is supported with 2000 US Census data - 90% of the population in Tract 5328 is Hispanic or Latino, 50% of the population is foreign born and 100% of the foreign born population is from Latin America (specifically Mexico); 56% of children under 15 are living below the poverty level.

¹⁸⁵ Demographics data from the CDE Dataquest school report (for 08-09 school year).

Over the summer of 2010 the Gage and Central Community Schools Planning Team began an outreach and information gathering process: attending community meetings, walking the neighborhood, surveying parents at Bethune Park and calling former students, parents and colleagues to participate in the process of creating the vision and elements of the school(s). Before commencing the writing process, we gathered the data we collected at Fremont and from our conversations and surveys,¹⁸⁶ conducted a needs assessment, and based our initial proposal elements on our findings. The needs assessment is summarized below framed within the structure of the Gage and Central Community Schools vision and footnotes with the sections of the proposal that address the need. We have continued to include the community in the process through a series of community meetings in October and November where we shared elements of our proposal and asked for input. Many elements of the final proposal have been and will continue to be edited to reflect the insightful input and creative ideas that we gained from our community meetings.

Educating the whole student:

- education needs:
 - o early identification of skill deficiencies¹⁸⁷
 - o early, frequent and relevant interventions for skill deficiencies
 - o challenging, interesting and relevant curriculum and projects to engage students¹⁸⁸
 - o in-class supports through instructional strategies¹⁸⁹
- social needs¹⁹⁰:
 - o focused attention to help students make the right decisions and deal with the challenges
 - o guidance on goal setting and accomplishment
- health needs¹⁹¹:
 - o nutrition counseling/supports to find (advocate for access to) and prepare healthy food
 - o mental health counseling (including drug and alcohol use prevention & cessation)
 - o physical health – regular checkups, optometry, dentistry
- safety¹⁹²:
 - o safe passage to and from school and safe environment on school campus

Including all students:

- Particularly students in special education and English Language Learners thrive in an environment of acceptance and support.¹⁹³
- This environment also allows for students who are experiencing challenges at home and in life (to feel accepted and find comfort in the school environment).¹⁹⁴

Family and Community Needs:

- connections – to come together across differences and work together for our students¹⁹⁵
- health - all of the health needs that our students have, their families have as well¹⁹⁶
- community safety¹⁹⁷

¹⁸⁶ Section 8 Attachment: *Gage and Central Existing Data Summary* for details

¹⁸⁷ See Section 2.C. Addressing the Needs of All Students and Section 4.C. Student Assessment Plan

¹⁸⁸ See Section 2.B. Core Academic Curriculum

¹⁸⁹ See Section 2.D. Instructional Strategies

¹⁹⁰ See Section 3.C. Social and Emotional Needs

¹⁹¹ To address our students' health needs, we are partnering with St. John's Child and Family Wellness Center.

¹⁹² See *Building a Safe Community* in Section 3.A. School Culture and Climate

¹⁹³ See Section 2.C. Addressing the Needs of All Students and Section 6. Serving Specialized Populations.

¹⁹⁴ See Section 3. School Culture and Climate

¹⁹⁵ See Section 3.E. Parental Involvement for details on our plan to work with One LA

¹⁹⁶ We are currently working out a process through which St. John's can serve our students and the community.

¹⁹⁷ See *Building a Safe Community* in Section 3.A. School Culture and Climate

B. Background/Support

Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.

The majority of the members from the Gage and Central Community School Design Team came together out of their shared experiences at Fremont High School and Local District 7. Ms. Budding, the Lead Writer for this Green Design Community School was recruited from Thomas Jefferson High School when SRHS#2 was originally planned to relieve 300 students from there. Having been through the PSC 1.0 process, no other teachers from Jefferson were interested; however Ms. Budding suggested the new school align itself to the opportunities the new Green Economy has to offer. The Design Team agreed. See her biography in the appendix for more details regarding her work with the Jefferson Family of Schools and experience as a bilingual, elementary teacher. Many of the organizations that have established relationships with Ms. Budding and the new Green Design California Partnership Academy at Jefferson are eager to become affiliated with this new school, just 20 blocks away. These agencies include: Tree People, Trust for Public Land, CSULA, and RootDown LA. Jefferson had been 1 of 10 schools in California awarded a special grant to work with the Environmental Charter High School's Green Ambassadors Program last year and now that the program is available for Professional Development through UCLA, this new school should have greater success with implementation from the beginning. For more information about the 'Green Streets / Green Alleys / Green Neighborhoods' idea that is the basis for the relevant application of the thematic elective and CTE courses, please visit the google site that Ms. Budding has maintained over the past 2 years, <http://sites.google.com/site/greenalleys>. Please click along the pages on the left side to see how this story has been unfolding and how this new Green Design Community School can lead the next chapter.

The summer of 2010, the Green Design Community School joined the Gage and Central Community Schools Planning Team. Since the summer, the team has been outreaching to the community, and during the fall, the team started building community partnerships and holding community meetings. The list below represents connections made thus far in the process, and the goal is to continue building community supports and relationships through outreach and parental and community engagement structures built into the schools.¹⁹⁸

Community Members	Parents	Students/Alumni
Isaac Walker (design team)	Maritza Friely	Neyda Barajas (design team)
Edgar Hernandez (design team)	Cecilia Torres	Bianca Cortes (design team)
Joseph J. Titus	Rosa Gonzalez	Joel Vaca (design team)
Mary Rose Cortese	Maria Madrigal	Erik ArguELes
Helena Walker	Maria Robles	Antonia Alfaro
Quanisha Cline	Mirna Rico	Alberto Holguin
Alejandro Ramirez	Maria Montalvo	Roxana Maldonado
Odilon Urtz	Quirino Aguilar	Edwin Hernandez
Nancy Gonzalez	Lilia Mora	Jorge Ramirez
Jose Vaca	Ricardo Cortez	Julio Cortez
Jennifer Gomez	Ofelia Gonzalez	Ruth Cortez
		Elena Vaca
		Mike Vaca

In addition to the individuals, the Gage and Central Community Schools planning team is developing relationships and forming partnerships with community organizations. Please see Section 9.B. for details.

¹⁹⁸ Section 3.E. Parental Involvement for details.

9. Community Engagement Strategy (2 pages without footnotes)

A. Engagement Plan

Explain the team's vision for engaging the community and the underlying theory that supports it.

The inspiration for community engagement at the Gage and Central Community Schools is drawn from the writing of Robert Putnam, the experience of One LA, the lessons learned from the Harlem Children's Zone and the tools from the Coalition for Community Schools.

In his book, *Better Together*, Robert Putnam defines social capital as “networks of relationships that weave individuals into groups and communities.”¹⁹⁹ The value in such capital, especially when financial capital is lacking, is the integration of previously isolated resources and the resultant support system. As we discussed in the section on Community Analysis, there are already resources in the area around the South Region High School #2. Our goal is to integrate those existing resources in combination with the resources provided through the school and additional external resources to create a web of support that will benefit our students, their families and the community.

Sister Maribeth Larkin of One L.A. (one of our key partnerships, see below) extends the concept of social capital to include what she calls “people power.” Beyond an internal support system within the community, people power (also referred to as “political capital”) can be used to influence the policies that impact the community.²⁰⁰

In his work creating the Harlem Children's Zone, Geoffery Canada learned the importance that the education system plays in the development of any community support system. In Harlem, Canada initially turned to the public schools as the most logical place to integrate previously isolated supplemental services such as computer labs and reading programs. Finding resistance and bureaucracy in the public school system, Canada eventually turned to the charter schools model to become the hub for the Harlem Children's Zone. The design team's hope is that with the innovative leadership of LAUSD, exemplified by opportunities such as the Public School Choice Process and pilot schools, our schools will be encouraged to “think outside the box” to become a hub of community resources and activity. It is also important to note that Canada started *outside* of the schools with the goal pushing inward with his ideas for change. The design teams believe that our strength is starting *within* the schools and building an integrated system of individuals, resources and supports as part of our foundation.

A final, but important source of information and inspiration is the Coalition for Community Schools.²⁰¹ The Coalition based their work on the following goals (which are very similar to the goals and vision outlined in this proposal).

- Children are ready to learn when they enter school and every day thereafter.
- All students learn and achieve to high standards.
- Young people are well prepared for adult roles in the workplace, as parents and as citizens.
- Families and neighborhoods are safe, supportive and engaged.
- Parents and community members are involved with the school and their own life-long learning.

Beyond the vision and guiding framework, the Coalition for Community Schools provides online support through multiple toolkits for planning, implementing and evaluating a Community School program, and direct supports through connecting schools with each other and annual conferences.

¹⁹⁹ Putnam, R. and Feldstein, L.M. (2003). *Better Together: Restoring the American Community*. New York: Simon and Schuster.

²⁰⁰ See Section 3.E. Parental Involvement for more details on our collaboration with One L.A.

²⁰¹ <http://www.communityschools.org/>

B. Key Community Partnerships

Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.

The involvement of the community and external partnerships is fundamental to the success of our schools. Our strategy for this involvement is as follows:

Planning and Development - As discussed in the Community Analysis section, design team members have had individual conversations, attended meetings, and held community meetings to engage community organizations and individuals regarding what they see as the needs of the students and community, and their ideas regarding how to address those needs. During this time, sections of the proposal were shared with community members (in group and individual settings) for additional feedback and input. Organizations not currently operating in the area, but who will be able to meet specific needs identified in our initial needs assessment have been engaged (see table below for details).

Implementation – Through the schools’ Community Schools Council led by a Parent and Community Coordinator,²⁰² all resource providers and stakeholders will be engaged in an ongoing implementation process guided by the Coalition for Community Schools tool kit and facilitators from One L.A. This process involves:

- identifying a common vision (outlined in the PSC proposal)
- operationalizing the vision (into concrete long term and short term goals)
- creating a plan w/ detailed strategies and benchmarks
- gathering the appropriate data to monitor progress towards the goals

Evaluation – As a key part of the implementation process, the Community Schools Council (comprised of the Parent and Community Coordinator (facilitator), parents, community members, external partners, students, teachers, small school principals and campus-wide administrators and staff) will engage in a continuous evaluation through progress monitoring. For example, if a goal for the year is to have all students receive an annual health screening, then the council will set benchmarks regarding the number of students to be screened each month. If after three months the benchmarks are not being met, the council will reassess the outreach and implementation strategies. Additionally, at the end of each year, the council will evaluate the progress towards the goals they set for the year (using the Coalition toolkit), and review the needs assessment and school plan (the PSC proposal) to determine goals and implementation strategies for the next year. At the end of every five years, the Community Schools Council will conduct a new needs assessment in the school and community to re-prioritize the needs to be addressed, and reach out to addition resources as needed.

To achieve the above referenced goals, the Community Schools Core Leadership Council will draw on the existing resources within the school and the community, as well as the external partnerships that we have developed based on the initial needs assessment. Please see Section 9. Attachment *Key Community Partnerships* for a table of current partnerships and letters of support.

²⁰² See Section 10.B.ii. School Level Committees

GOVERNANCE, OVERSIGHT and LEADERSHIP

10. School Governance and Oversight (4 pages without footnotes)

A. School Type

Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

Educational research (and our experience as teachers) demonstrate the importance of putting student need at the center of the decision-making process, and the value of allowing the people who know the students and their needs to make those decisions.²⁰³ The small school size (500 students) of the Green Design Community School will facilitate the personalization necessary to put student need at the center of the decisions, and the pilot school model provides the autonomy and the flexibility necessary to be responsive to our students' needs.

Throughout this proposal our process for identifying, addressing and evaluating success with meeting student needs has been identified. The key components of this process (learning lab and advisory class) require additional (and compensated) time and commitments on the part of our teachers.²⁰⁴ The flexibility permitted through the pilot MOU and Elect-to-Work Agreement allows for the addition of the time and commitments, and the autonomy provided through per pupil budgeting allows for the use of school resources to decrease class size and compensate the teachers for this additional work.²⁰⁵

In addition to the curricular components, the Green Design Community School teachers will also engage students in project-based learning, use common instructional strategies across the curriculum, and work collaboratively to analyze and utilize student-level data. The implementation of these fundamental elements of the plan will require a great deal of professional development and collaboration time. The pilot MOU and Elect-to-Work agreement will provide Green Design Community School with the flexibility needed to engage all teachers in a summer-time pre-opening *Teacher Orientation*,²⁰⁶ weekly professional development/collaborative planning meetings,²⁰⁷ and additional professional development retreats during the semester break and end of the year.²⁰⁸ While the plan is to use opening funds and Title I money to fund the majority of the professional development time, the budgetary flexibility may also be used to allocate funds for this purpose.

Pilot status will also grant the flexibility to develop and pace assessments based on the needs of the students, and to integrate these assessments into the school curriculum and calendar. The Green Design Community School plan includes the utilization of the LAUSD Comprehensive Assessment Program²⁰⁹ in conjunction with advisory, learning lab and weekly professional development meetings to identify struggling students early, implement a tiered *Response to Intervention* plan to address the learning needs of all students (at the appropriate level of intensity), and monitor their successes and challenges.

Finally, and very importantly, the pilot MOU will allow the Green Design Community School staff the autonomy to hire and retain highly qualified teachers who are committed to working in a collaborative

²⁰³ Louis, K.S., et al (2010). *Investigating the Links to Improved Student Learning*. The Learning from Leadership Project. Ontario Institute for Studies in Education. Commissioned by: The Wallace Foundation.

²⁰⁴ See Section 3.F. School Calendar and Schedule for details.

²⁰⁵ See Section 2.B.i for more details on pilot status and curricular autonomy.

²⁰⁶ See Section 5.C. Teacher Orientation for details

²⁰⁷ See Section 5.B. Professional Development Plan for details

²⁰⁸ See Section 5.D. Professional Development Calendar for details

²⁰⁹ See Section 4.C. Student Assessment Plan for details

environment where teachers have more decision-making power, take on more responsibility to implement the decisions and base all decisions on the needs of the students.²¹⁰

B. Applicant Team Capacity

List the members of applicant team filing this proposal. Please be sure to include each person’s affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

The design teams, like the school plan, operate at two levels. The campus-wide design team members have the whole campus in mind and are responsible for consulting on and developing the campus-wide elements such as school safety, parent and community engagement and resource coordination. Additionally, these individuals will work closely with the Operations Director during the first year to facilitate the implementation of the campus-wide elements of the Public School Choice Plan. Please see Section 10. Attachment – *Applicant Team Bios* for details on the individuals who will lead in the implementation of the school.

i. Autonomy

How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?

It is critical to the success of a school program that student need is at the center of the decision-making process, and that the people who know the students and their needs have the flexibility and the autonomy to make those decisions. The governance structure of the Gage and Central Community Schools complex facilitates these autonomies through the limited centralized decision-making at the campus-level that places all of the decisions regarding instruction and staffing within the small schools, and requires collaboration among the small school principals regarding issues that impact the whole complex (e.g. budgeting, scheduling and operations).²¹¹

Within the Green Design Community School, the small school governance structure (see *School Level Committees* below) and the flexibilities and autonomies provided through the Pilot MOU (see *School Type* above) allow for the school leadership to be directly responsive to the needs of their students. In addition, these flexibilities and autonomies facilitate the integration of the decision-making and implementation processes, which means the people who are responsible for implementing the decisions (assessment programs, curriculum, discipline policy) are the same people who are making the decisions. This creates a continuum among the analysis of student needs → decisions based on student needs → implementation of the decisions → evaluation of the effectiveness of the decisions.

ii. School Level Committees

Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholder groups into decisions.

As referenced above, there are two levels of governance that take place at the Gage and Central Community Schools Complex: the complex and the small schools.

²¹⁰ After the first year of implementation – see Section 12 Staffing for details.

²¹¹ See the Building Council responsibilities below and the Operations Director job responsibilities (Section 11.B) for more details regarding the campus-wide governance and leadership structures.

Campus-wide

Communication within and among the leadership committees is key, thus a google group/list-serve will be developed for all campus-wide committees so that agendas, meeting dates/times and meeting notes are public and readily accessible. Additionally, at the beginning of the year, the experienced members of the staff²¹² will hold a brief training for each committee regarding effective meeting strategies and protocols (agenda development, norms, notes, communications and consensus-based decision-making processes). At the opening of the 2011-2012 school year, the Gage and Central Community Schools Complex will put the following leadership committees in place:

C. School Governance and Oversight

i. Governing Council

Describe the composition of the Governing Council and the process for membership selection.

As per the pilot MOU, the Green Design Community School governing council will comply with the School Site Council model.²¹³

Composition

The council shall be composed of: the principal; representatives of classroom teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents of pupils attending the school and community members elected by such parents. Classroom teachers are a majority of the staff side. All members have equal voting rights. Half of the membership shall be (a) the principal, classroom teachers, and other school personnel (staff side) and, half shall be (b) half parents and other community members elected by parents and student representatives elected by the entire student body. Any student is eligible to be the elected representative. There must be parity between parents and students on the parent/community/student portion of the council.

Small Schools are defined as follows, and shall have the size of school leadership council indicated, unless the principal and Chapter Chair jointly determine that a larger or smaller council is appropriate:

<u>Size of School</u>	<u>Size of Council</u>
7-15 teachers	8 (4 teacher reps)
16-25 teachers	12 (6 teacher reps)

On the councils the number of parent/community representatives shall be as follows:

<u>Council Size</u>	<u>Number of Positions</u>
12	4
8	2

Membership Selection

The Green Design Community School will follow the election regulations outlined in the LAUSD Bulletin 4148.1:

- Public and written notice stating the purpose and time of the meeting at which elections will be conducted shall be given at least ten (10) working days prior to such meeting using all reasonable means of communication.
- Schools must provide SSC orientations to all stakeholder groups represented on the council, at least five (5) working days prior to the election.
- Elections must be held at least five (5) working days after orientations have been conducted and ten

²¹² Currently, Russ Thompson, Christopher Arellano, Erica Hamilton and Juan Puentes have extensive experience in effective meeting protocols and processes, but the goal is to draw from the experience of new hires as well.

²¹³ The information regarding the School Site Council model is drawn from LAUSD Bulletin 4148.1 and Article XXVII, Sections 2.0-2.9 of the UTLA contract and Education Code 62002.5 and 52852.

(10) working days after notices were sent to stakeholder groups.

- Each school must have more than 20 parents present in order to conduct the SSC parent election. Council members are elected by peers. Membership on the SSC is determined by ballot.
- School staff representatives and student representatives must be elected prior to the election of parent and/or community representatives.
- The principal is responsible for staff, student, and parent elections and should jointly supervise all elections. The elections of various stakeholder groups that represent employees of the District, shall be conducted by their respective bargaining units, through their elected representatives. The principal may participate in the counting of the ballots in any such election.
- Election of members and officers shall be concluded by the second Wednesday of October.

11. School Leadership (3 pages without footnotes)

A. Principal Selection

Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is wEL qualified to lead the proposed school.

Criteria for selecting the Green Design Community School principal

The vision and goals of the Green Design Community School are based on the philosophy that all students can learn and will thrive if provided with quality instruction and the appropriate supports. The Green Design Community School principal must share this philosophy and be willing to do the work necessary to achieve the goal of preparing every student at the school (including English Language Learners and students in special education) for college, career and life. This "work," is the basis of the criteria for selecting the principal and is as follows: the applicant selected to be principal at the Green Design Community School will:

- maintain a reflective practice with the goal of continuous improvement as a leader
- support teachers through providing the resources, professional development and encouragement that they need to do their jobs (being support-oriented rather than compliance-oriented).
- be in the classrooms on a regular basis and see the teacher evaluation process as a continuous cycle of feedback, support and evaluation.
- get to know the students through regular interactions and participation in the classroom (such as covering a class, modeling a lesson or teaching a course).
- listen to teachers, staff, parents and community members and value their contribution to the school, which means implementing and maintaining structures and processes for each of these stakeholder groups to provide input/feedback to the principal and participate in the decisions that impact them.

In addition to meeting the above criteria, the applicant must meet the district criteria for the "Small Schools Principal" (Temporary Advisor) position:

- hold a California Administrative Services Credential
- have a Master's degree
- five years successful full-time public school certificated service
- three years experience as a teacher in a K-12 public school program
- two years experience at a middle or senior high school, grades 6-12
- At least one year verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc. or two years as a small learning community lead teacher

Finally, the additional desirable qualifications for the Green Design Community School principal are:

- prior experience with implementing a small school or small learning community plan
- experience with project-based learning, Understanding by Design, SDAIE and differentiation (knowing thinking maps and AVID strategies is a bonus)
- be a leader/learner in implementing 'sustainable' practices

Selection Process

It is critical to have an excellent pool of qualified and high quality applicants from which to select a principal. Thus, applicants will be recruited through posting on the LAUSD website, outreaching to current and former assistant principals, small school principals and SLC lead teachers, and drawing from within the design team. Since hiring a principal will be the first priority after the approval of the school, there will not yet be a Governing Council in place. Thus, the hiring process will be conducted by the Gage and Central Community Schools Design Team and the LAUSD District 7 High School Director, with final approval by the District 7 Superintendent.

Proposed Candidate: Kelley Budding²¹⁴

B. Leadership Team

Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

The leadership team of the Green Design Community School will initially be the design team,²¹⁵ all of whom have experience with standards-based instruction, data collection/analysis, curriculum planning and instructional strategies discussed in this proposal. The design team will act as the trainers during the Teacher Orientation Retreat.²¹⁶ Then, each design team member will be programmed within a particular grade so that each grade-alike team will have the support of a design team member throughout the first school year. However, the goal is that as early as the Teacher Orientation Retreat, the newly hired teachers will begin to take on leadership roles and responsibilities. It will be a requirement in the Elect-to-Work Agreement that each teacher participates in at least one leadership council or team. This participation is critical to the success of our school because at a small school everyone must share the responsibility for the students.

The process of setting goals, planning curriculum/instruction, implementing interventions and monitoring the success of the students will be the primary responsibility of each grade-alike team, will take place during weekly professional development time and will be guided by the *Grade-Level Initial, Mid-year and End-of-year* assessments, and additional data as needed.²¹⁷ The small schools principal will attend these meetings, provide the supports the teachers need to engage in this process, and monitor student success across all grade-levels through a regular analysis of assessment, attendance, and student promotion data.²¹⁸

Gage and Central Community Schools Complex Operations Director

In addition to the small school leadership, it is critical that a campus with four small schools and 2000+ students have a campus-wide leadership plan to ensure the appropriate oversight and coordination of all shared spaces, resources and personnel. The design teams have studied similar school complexes, as they have made the transformation from large comprehensive to multiple small schools such as Kearny High School in San Diego (2004), or have started as a shared complex from the very beginning such as the Roybal, Miguel Contreras, Esteban Torres and Robert F. Kennedy complexes in Los Angeles (2007+).²¹⁹ The research indicates that it is most productive and beneficial to have multiple small schools of equal size making equal contributions to the shared facilities, resources and personnel,²²⁰ and a centralized operations director for at least the first two to three years. To see the job description and responsibilities of the Operations Director, please see Section 11. Attachment – *Job Descriptions*.

Criteria for Operations Director

²¹⁴ See Section 10.B. Applicant Team Capacity for more biographical information on Ms. Budding

²¹⁵ See Section 10.B. Applicant Team Capacity for more biographical information on the design team members

²¹⁶ See Section 5.C. Teaching Orientation for details

²¹⁷ See Section 4.C. Student Assessment Plan for details

²¹⁸ See Section 4.E. Data Collection and Monitoring

²¹⁹ The San Diego and Miguel Contreras research was conducted as part of a larger research project on which Ms. Hamilton worked at UCLA. The Roybal, Torres and RFK research is derived from our experiences working on those campuses and/or through conversations with individuals working on those campuses.

²²⁰ See Section 13 Finances for more detail.

The job of an Operations Director at a shared school site is unique and thus will require person with a unique skill set to fulfill the responsibilities of this job. On a large campus serving 2000+ students, it is important that the director have experience working in an environment with a lot going on all of the time, and the capacity to manage multiple issues simultaneously. On a school complex structured as four small schools sharing certain facilities, resources and personnel, it is also fundamental that the director be collaborative and have experience in facilitating collaborative relationships, rather than issuing directives. As at least two of the schools on the campus will be following the pilot schools model, and the whole complex will be engaged in the Community Schooling model, the director will need to be open minded and flexible – thinking “how can we make this happen?” when new ideas are proposed, rather than “that is not the way we do it.”

In addition to the above referenced qualities, applicants must meet the following criteria:

- experience in an LAUSD high school, preferably with experience opening a new school building
- California Administrative Services Credential
- Master’s degree
- five years successful full-time public school certificated service
- three years experience as a teacher in a K-12 public school program
- two years experience at a middle or senior high school, grades 6-12

Selection Process

It is critical to have an excellent pool of qualified and high quality applicants from which to select the Operations Director. Thus, applicants will be recruited through posting on the LAUSD website, outreaching to current and former assistant principals and principals, and qualified individuals participating in educational leadership programs at UCLA and the Cal State Universities. Hiring the Operations Director (along with the small school principals) will be the first priority after the approval of the school. Thus, the hiring process will be conducted by representatives from each small school design team, parent and community members of the campus-wide design team, and the LAUSD District 7 High School Director, with final approval by the District 7 Superintendent.

C. Principal Evaluation

Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

The LAUSD, District 7 High School Director of Services will be responsible for evaluating the Operations Director and the four small school principals, using follow the LAUSD evaluation process (including additional recommendations from the “Teacher Effectiveness Task Force Report”):

- At the beginning of the year, the Operations Director and principals will submit an Initial Planning Sheet (IPS) that outlines his or her goals and objectives for the school year.
- The District 7 Director will hold an individual conference with the Operations Director and each principal to review the IPS and discuss strategies for implementation
- The District 7 Director will make him/herself available throughout the year for advising and consulting
- The District 7 Director will visit the campus and observe the Operations Director and each principal at least one time per semester, and provide feedback
- In April, each small school will conduct surveys of its students, parents, teachers and support staff regarding the overall school culture, curriculum and instruction and including evaluations of the principal and Operations Director.
- In May, the District 7 Director will use the survey results, observation notes, and available student data (school-based assessments, CAHSEE, CELDT, attendance, grades) to review the Planning Sheet and complete the standard LAUSD Stull Evaluation for the Operations Director and each small school principal.

12. Staffing (6 pages without footnotes)

A. Staffing Model

Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.

This section will be structured in the same way the previous two sections have been structured, with a division between the campus-wide staffing needs (split between four schools), and small school staffing. Each section will be further divided into “First Year” and “Second Year +” with a few notes regarding projected needs for years three through five. Though this will be addressed in the Finance section, it will also be mentioned here how position will be funded as personnel will be our largest expense.

Project campus-wide staffing needs

The campus-wide staffing plan is based on a combination of projected operational and facility needs and the campus-wide vision of inclusion and collaboration. Once the schools have been approved and the budgeting process begins, the small schools principals and the Operations Director will address specific personnel issues in consultation with the unions and a fiscal specialist. The table below indicates each position (and number), the projected funding source, and a brief description of the position and related responsibilities.

First Year Projected Staffing Needs

Position	Funding	Description
Operations Director ²²¹ (administrator)	.25 from each small school per pupil budget	Responsible for all shared facilities, resources and staff Facilitates collaboration among small schools/principals
Operations Coordinator (out of classroom teacher)	.25 from each small school per pupil budget	Responsible for school-wide safety and discipline (for serious issues that require police involvement) Oversee athletics program
Parent/Community Coordinator ²²²	.25 from each school’s E046 (Title I Parental Involvement) ²²³	Manage Welcome Center Coordinate and conduct workshops for parents to be more effective in their children education Recruit, process, train and manage parent and community volunteers Provide resources and information to parents, students and community
Office Tech/SAA ²²⁴	.25 from each small school per pupil budget	Manage front office Support the Operations Director, Operations Coordinator and the School Nurse
Educational Aide	.25 from each small school per pupil budget	Support central office technician and parent/community coordinator
School Police	Central district funded	In a school of 2000+ students in an area with high levels

²²¹ See Section 11 Attachment Job Descriptions for more details regarding this position.

²²² The position title for funding purposes is “Parent/Resource Liaison”; See Section 11 Attachment – Job Descriptions for more details regarding this position.

²²³ All Title I funded positions will have to be approved by the Site Council.

²²⁴ If this position will be managing payroll for central staff, it will be a Senior Administrative Assistant position.

		of gang activity, it is critical to have on-campus police support. The school police will work closely with the operations coordinator and the Gage and Central Community Schools Safety Council to create and implement a campus-wide safety plan and facilitate a safe community policing environment.
Campus Aides (4)	Central district funded (but 4 schools may need to supplement)	Support the operations coordinator and school police.
Librarian	Central district funded	If centrally funded, the librarian will collaborate with the small school principals to support the learning of the students within each school during the first year. After the first year, the Librarian will also collaborate with the Parent/Community Coordinator to expand library services to families and the community.
Library Aide	.25 from each small school per pupil budget	Support school librarian
School nurse ²²⁵	.25 from each small school per pupil budget	Manage school health office/clinic Facilitate emergency care Manage student health records Collaborate with School-based health clinic staff to provide health services and education to students
School Psychologist (3 days/week)	.25 from each small school per pupil budget	Participate on Student Study Teams at each small school Conduct psycho-social assessments to determine eligibility for special education
Plant Manager	.25 from each small school per pupil budget	Supervises, plans, coordinates, and participates in the cleaning, gardening and operation of the school.
Building & Grounds Facilities Attendants Gardeners	Central district funded with small school supplement to hire sufficient staff. ²²⁶	Keep the school buildings and grounds clean.
Food Services Manager	Central district funded	Manages the cafeteria
Food Services Workers	Central district funded	Work in the cafeteria

Second + Year projected staffing needs.

At the end of each school year, the Building Council will meet and review the campus-wide personnel use for the previous year and determine if there are any additional needs or excess positions for the next school year. Our only existing plan for added campus-wide positions in the 2nd year of operations is to hire a College and Career Counselor with 2 educational aide assistants to assist our 12th grade students.

Green Design Community School Staffing Needs

²²⁵ Responsibilities summarized from LAUSD Bulletin 989: General Guidelines – School Nurse Responsibilities

²²⁶ LAUSD centrally funds building and grounds workers and facilities attendants, but according to the Facilities Services Division website, the number provided is insufficient to appropriately maintain the buildings and grounds.

The staffing goal for the Green Design Community School is to minimize administrative staff and decrease class size. This goal serves two major purposes. First, the decrease in class size will give each teacher more time with his/her students to individualize instruction, give consistent and thoughtful feedback and provide timely interventions. Second, the decrease in overall student load means that teachers are able to take on responsibilities beyond core subject instruction to address the needs of the whole student, particularly for their advisory students (such as making home visits, facilitating the Individualized Learning Plan, addressing behavior issues, etc.). This staffing strategy connects directly to a commitment to the Coalition of Essential Schools Common Principles of personalization, commitment to the entire school and dedicating resources to teaching and learning.²²⁷

First Year Staffing Needs

During the first year of operations, the Green Design Community School team will share a special education clerk,²²⁸ and possibly (depending on available funding and approvals), a PSA counselor and an electives teacher. These positions will be funded through per pupil funding with a contribution from Title I for the PSA counselor (if approved by the Site Council). Projected staffing needs for the small school are described in the table below, and based on a projected population of 375 students in grades 9-11, with a population similar to the sending school (Fremont High School).²²⁹ A Computer Aided Drafting (Bentley Microstation) course teacher from ROP will need to be hired to provide a smooth start to the CTE course sequence.

Position	Funding	Description
Small School Principal ²³⁰ (Temporary Advisor)	Per pupil budget	Responsible for all Green Design Community School instruction, facilities, resources, staff and students. Works collaboratively with the Operations Director and other principals to facilitate campus-wide operations.
Guidance Counselor	Per pupil budget	Counsel students on academic, college, career and socio-emotional issues (individually, support group or referral). Conduct graduation/ILP checks with students: <ul style="list-style-type: none"> - 9th and 10th grade once per year - 11th and 12th grade once per semester Develop and support advisory curriculum. Implement the Positive Behavior Intervention Plan. ²³¹
Senior Administrative Assistant	Per pupil budget	Manage small school office, student records and payroll Assist principal and guidance counselor as needed
Educational Aides (2)	Per pupil budget	Support the Senior Administrative Assistant, guidance counselor and teachers as needed.
Community Representative	E046 and S046 Title I ²³²	Participate in Campus-wide Community Schools Council as the parent/community representative for Green Design Community School. Facilitate the Green Design Community School Parent Leadership Team meetings Manage Green Design Community School Parent/Community office space and parent

²²⁷ See Section 2.A. Instructional Philosophy for a description of the CES Common Principles

²²⁸ See Section 6 Serving Specialized populations for a detailed description of the special ed clerk’s responsibilities

²²⁹ See Sections 2.C. Addressing the Needs of All students – *Serving Specialized Populations* for details.

²³⁰ See Section 11 Attachment - Job Descriptions for more details regarding this position

²³¹ See Section 3 Attachment – Positive Behavior Support Plan

		volunteers/parent ambassadors.
General Education Teachers ²³³ (15)	Per pupil budget	Use standards-based instruction and appropriate strategies to provide students with a quality education and supports to be successful in college, career and life. Must be willing to learn Green Ambassadors curriculum and sustainable vision to weave into instruction.
EL Teacher ²³⁴	Per pupil budget	Work within the core content classrooms, conduct individual and group pullout sessions and teach one ESL Learning Lab session per day in which all 20-30 students requiring English language development will be enrolled.
English Language Skills Teacher	Per pupil budget and Bilingual (S536/N536)	Teach English Language Skills classes for students who have completed ESL 1-4, but have still not developed the English proficiency (not-redesignated), and teach one ELS supports Learning Lab session per day.
Resource Specialist Prog Teacher/Case Carrier ²³⁵	Central district funded (32 to 1 norm)	Monitor student IEPs, provide in-classroom assistance to students and teachers, conduct pullout sessions and learning center/lab time as indicated on the student's IEP.
Special Day Program Teacher/Case Carrier	Central district funded (14 to 1 norm)	Monitor IEPs, provide in-classroom assistance to students and teachers, and conduct pullout sessions and self-contained classroom time as indicated on the student's IEP.
Itinerant special education teachers	Central district funded	Depending on student population, visiting special education teachers may offer specialized services to students. Please see Section 6 for details.

Second Year + Staffing Needs

For the 2012-2013 school year, there will be a full cohort of 500 students in grades 9-12 and an addition of 3 to 4 core teachers (depending on student need and funding availability). Depending on a needs assessment, available funding and personnel,²³⁶ positions may part-time or full-time. In addition to these foreseen staffing needs, the Governing Council will conduct a personnel review at the end of each school year, and determine if there are any additional needs or excess positions for the next school year.

B. Recruitment and Selection of Teachers

Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the schools planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.

Just as with our staffing plans, the recruitment and selection plans will be divided into first and second + years as the union restrictions for new schools shift between the first and the second year.

²³² All Title I funds must be approved by the School Site Council.

²³³ See Section 12. Attachment – Elect-to-Work Agreement for details on teaching responsibilities.

²³⁴ See Section 2.C. Addressing the Needs of All students – *Serving Specialized Populations* for details.

²³⁵ See Section 6. *Serving Specialized Populations* for details on all special education positions.

²³⁶ See Section 13 Finances for details.

Recruitment and Selection – First Year

According to a UTLA agreement regarding new schools opening through the Public School Choice Process, 25% of the teaching positions at each school are reserved for members of the design team, with the potential for up to 30% of the staff being from the design team if the argument can be made that it is important to the success of the school that these individuals are employed during the first year of operations.²³⁷ The remaining 70%-75% of the positions at each small school will be reserved for teachers who wish to transfer from Fremont High School (the sending school).

Starting prior to the reconstitution, the Gage and Central Community Schools design team outreached to Fremont teachers and the Public Service Community School (PSCS) and the Communications and Technology Small School (CATS) was created, primarily of magnet teachers. After the reconstitution, many teachers left Fremont. The Gage and Central Community Schools Planning Team has continued to outreach to Fremont teachers to participate on the design teams. Only 7 Fremont teachers have attended the meetings.

Once the schools have been approved, there will be another outreach campaign to all teachers at Fremont. The teachers will be provided information about each school, including the overall vision, expectations for teachers and the Elect-to-Work Agreement; informational meetings on and off Fremont's campus will be offered.

Teachers at Fremont who wish to transfer to Gage and Central will specify the small school they wish to join, and if more teachers apply than are spaces then the transfers will be based on seniority. All teachers who transfer to the new schools will be required to sign an Elect-to-Work Agreement. If fewer teachers apply than are spaces, the criteria recruitment and selection process described below will be followed.

Two to three core subject/elective teachers will be needed for the 2011-2012 school year. Architecture and Engineering/work-based learning instructors (Computer Aided Drafting) will need to be recruited. These positions will be credentialed, and funded through the Regional Occupational Program.

Recruitment and Selection – Second+ Years

Criteria for selecting teachers

The vision and goals of the Green Design Community School are based on the philosophy that all students can learn and will thrive if provided with quality instruction and the appropriate supports. Teachers must share this philosophy and be willing to do the work necessary to achieve the goal of preparing every student at the school (including English Language Learners and students in special education) for college, career and life. This "work," is the basis of the criteria for selecting teachers and is as follows: applicants selected to teach at the Green Design Community School will:

- demonstrate mastery of their discipline content (with single-subject credential), and a familiarity with content standards.
- be willing to collaborate with colleagues to develop, implement and regularly evaluate the success of standards-based, backwards-planned and responsive curricula and instructional strategies.
- have or are willing to develop a reflective practice in which they take responsibility for the learning of his/her students.
- be willing to work in a full inclusion environment, and provide the interventions and accelerations necessary to support struggling students and keep advanced students challenged (through in-class differentiation and facilitating a learning lab).
- be comfortable with using project-based learning both for formative and summative assessments.

²³⁷ See Section 14.B. Waiver for details

- demonstrate experience with or interest in learning Understanding by Design curriculum development and SDAIE, differentiation, thinking maps and AVID instructional strategies.
- be eager to actively engage students and their parents in the learning process
- demonstrate an interest in engaging with students beyond the core curricula through participation in an every day advisory class
- be willing to sign an Elect-to-Work agreement that requires additional time, collaboration and commitments than specified in the UTLA contract
- be willing to participate in weekly professional development sessions
- be willing to involve parents in their child's learning
- be leaders/learners in implementing 'sustainable' strategies

Selection Process

It is critical to have an excellent pool of qualified and high quality applicants from which to select Green Design Community School teachers. Thus, applicants will be recruited through posting on the LAUSD website, asking for recommendations from contacts in teacher education programs at UCLA and CSULA, and outreaching to known current and former quality teachers within LAUSD. The hiring team for teachers will include the teachers who will work with the teacher (grade-alike team), a student representative, a parent representative and the principal. The process will entail a review of submitted resumes and a reference check on selected resumes. Once a small pool of applicants has been selected, members of the hiring team will then interview and sample lesson for those with selected resumes and positive reference checks. The hiring team will review the above referenced criteria prior to commencing the hiring process, and will use the language of the criteria when discussing the qualifications and appropriateness of the applicant for the position.

Teacher Retention

It is important to hire qualified and high quality teachers for the Green Design Community School, but it is equally, if not more important to retain these teachers as well. Thus, the Green Design Community Schools will implement the following strategies to maintain high levels of retention with its quality teachers.

- The principal will provide an annual survey, regular feedback/input opportunities for teachers, and facilitate processes and structures for teachers to participate in the decisions that impact them (including shaping the Elect-to-Work Agreement).
- The principal will be support-oriented as well as compliance-oriented
- The principal and counselor will have an open-door policy for teachers in need of support; and supports will be built into the weekly professional time through using a student protocol to collectively process challenges.²³⁸

C. Autonomy

How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.

Of all the autonomies granted through the pilot schools model, the staffing autonomy and the Elect-to-Work Agreement are the most critical to the success of the Green Design Community School. The above section, outlined the specific criteria that will be used to identify teachers who will help to achieve the goal of preparing every student for college, career and life. The *hiring autonomy* permitted through the pilot schools model allows the Green Design Community School to hire teachers who share that vision, and are willing to work towards making it a reality.²³⁹

²³⁸ See Section 5. Professional Development for details on the student protocol.

²³⁹ With the exception of the first year sending school requirements.

However, it is the *Elect-to-Work Agreement* that is the Green Design Community School's most powerful tool in recruiting, supporting and retaining teachers who are committed to the vision of the school. The expectations for every teacher regarding instruction, collaboration, participation in professional development and taking on additional responsibilities, and share those expectations as part of the hiring process are clearly outlined in the agreement. It is the design team's hope that even in the first year without hiring autonomy, teachers will elect to join the Green Design Community School because they understand the school vision, believe in the essentials of this proposal, and are committed to doing the work necessary to achieve that vision.

The Elect-to-Work Agreement is a living document that will be evaluated by the entire staff at the end of each year for its effectiveness and feasibility, and edited as needed. As mentioned above, a key component of a successful school is retaining quality teachers. The goal at the Green Design Community School is to recruit high-quality, career teachers and facilitate a process wherein the teachers can shape the work agreement keeping the students needs at the center, and keeping their own quality of life in mind.

D. Evaluation

Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District's Teacher Effectiveness Task Force.

The Green Design Community School principal will be responsible for evaluating all teachers and staff at the small school, following the LAUSD evaluation process (including additional recommendations from the "Teacher Effectiveness Task Force Report"):

- At the beginning of the year, each teacher will submit an Initial Planning Sheet (IPS) that outlines specific curricular/instructional, collaborative/participatory and professional development goals for the year (based on the components of the Elect-to-Work Agreement).
- The principal will hold an individual conference with the teacher to review the IPS and discuss strategies for implementation.
- The principal will observe each teacher at least one time per month, and provide feedback in a timely manner. For each feedback document, the teacher will complete a brief reflection and plan to address the feedback points.
- For teachers identified as needing additional support and guidance, the principal will hold a conference with the teacher to identify the specific issues, make recommendations and offer supports (which may include increased observations, mentoring and professional development. A UTLA representative may be present at the conference and all documentation regarding this conference will be provided to the teacher within 4 working days of the conference
- Green Design Community School will conduct the LAUSD online survey of its students, parents, teachers and support staff regarding the overall school culture, curriculum and instruction and including questions about teachers.. The surveys will not be used for evaluative purposes, but the teachers will be asked to review the surveys as grade-alike teams, and to incorporate their reflection on survey results in their self-evaluation.
- In May, the teacher will complete a self-evaluation based on the IPS goals
- In May, the principal will use the self-evaluation, observation/feedback/reflection documentation, and student data (school-based assessments, CAHSEE, CELDT, attendance, grades) to complete a Green Design Community School Final Evaluation Report form and hold a conference with each teacher to review and discuss the findings.

This evaluation process implements the following recommendations made by the District's Teacher Effectiveness Task Force:

- Incorporates multiple measures or data points (observations of teacher practice, collaboration/contribution to school community, student data and a self-evaluation that includes a reflection on survey results).
- The addition of gradations to the evaluation form to allow for the identification of exemplary teachers or those who need more guidance and support (see Green Design Community School Teacher Evaluation Form).

Additionally, as recommended in the District's Teacher Effectiveness Task Force, the Green Design Community School principal commits to following the annual evaluation with:

- Public recognition of exemplary teachers
- Ramifications for teachers who do not address or show an effort to address the specific issues and recommendations documented during two or more conferences during the school year. Or teachers who fail to participate in the additional supports provided to facilitate their improvement (mentor meetings and additional professional development). These ramifications may include:
 - o Recommendation additional observations, mentoring, and professional development for the following school year.
 - o A "below standard" on the Green Design Community School Evaluation Report
 - o A decision to recommend teacher transfer to the Governing Council (if all attempts are made and documented prior to March 16).

13. Finances (4 pages without footnotes)

A. Financial Sustainability

Discuss how your school will sustain its vision, mission and goals relying only on regular District funding

As discussed throughout this proposal, the overall vision for the South Regions High School #2 is a hybrid of small schools that have the autonomy to make important instructional, staffing and budgetary decisions for their students, but also commit to campus-wide collaboration and resource-sharing. This approach is fundamental to the financial strategy for the entire complex and individual small schools. The small schools plan to equally contribute to the cost of campus-wide personnel and resources, while maintaining individual small school budgets to be responsive to the needs of each school's respective students, and the staff that is charged with meeting those needs.

The design teams realize that, especially during these difficult economic times, the financial needs of the small schools may come into conflict with the financial needs of operating a large complex. To address these conflicts, each budgetary decision-making body (building council for the complex and the governing councils for each small school) will be guided by the following vision-based criteria for budget decisions:

- *whole student centered*
 - o the classroom comes first – no core subject class-size will exceed 40 students, with the goal of keeping all core class sizes to 30 students and below
 - o student safety is a priority – there will be sufficient campus-wide safety coordination and staff
- *all student inclusive* – each school commits to providing teachers and services for all specialized populations (including, but not limited to special education RSP, SDP and other populations assigned to our school, and English Language Learners of all levels).
- *family focused and community connected* – each school commits to providing (at minimum) .25 of the salary for a Parent/Community Coordinator

Green Design Community School

The goal at the small school level is to dedicate as many resources as possible to the classroom, keeping class size small and minimizing administrative positions. To accomplish this, teachers will take on additional responsibilities (hallway supervision during pass periods, academic intervention, addressing non-extreme behaviors, etc.) instead of relying on an administrator.²⁴⁰ For the first year, the other major area of expense will be professional development. The goal is to hire highly-qualified and quality teachers and keep them for a long time.²⁴¹ Since this will be the first year that all of the teachers will be working together and implementing the elements outlined in this plan, it is key that the teachers have the appropriate training and are provided with time to collaboratively develop, implement and reflect on/adjust the curriculum and instructional strategies.

Considering the above priorities and staffing plan,²⁴² the design teams have developed a preliminary budget based on a projected per-pupil and categorical funding for the 2011-2012 school year. Please see Section 13. Attachment – *Preliminary Budget* for details.

B. Additional Funding

To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.

²⁴⁰ See Section 12. Attachment – Green Design Community School Elect-to-Work Agreement for details.

²⁴¹ See Section 12. Staffing for details.

²⁴² See Section 12. Staffing for details.

All of the resource needs discussed within this proposal can be met within the budget provided by LAUSD and the state and federal categorical funds. However, as discussed in Section 9.B. Key Community Partnerships, we have developed relationships with external organizations that will provide additional resources to our students.

- St. John's Child and Family Wellness Center will be establishing a health clinic at the South Region HS #2 to provide health services (primary care, mental health and dentistry) to students during the school day and to the community after school hours.
- The Youth Policy Institute has committed to partner with the Gage and Central Community Schools and direct some of their resources to provide services to our students and community. Currently, the SRHS #2 is being considered as a site for a public computer and job-training center, funded through a Federal Recovery Act grant to provide broadband internet access to communities in need, and job-training services to the community. Additionally, once the schools have been approved and can be submitted as part of a grant, the Youth Policy Institute plans to work with the schools to provide additional supports as needed.
- Finally, as the Green Design Community School's *Architecture/Engineering* thematic elective course sequence will go through the Career Technical Education and Regional Occupational Program approval processes and thus be eligible for federal and state funding provided through those programs.

C. Autonomy

Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.

Through the autonomy of Transparent Budgeting/Budgeting for Academic Achievement, the schools will be able to develop a campus-wide structure wherein each of the four small schools contribute equally to a "central pot" of money from which shared positions can be funded.²⁴³ These shared positions will focus on the operations, maintenance and safety of the campus as a whole, as well as provide a welcoming centralized location for parents to find information and engage with the school.²⁴⁴ The centralized focus on the daily management of the campus allows the small schools to concentrate on the learning needs of their students.

At the Green Design Community School, this concentration means using the flexibility provided through Transparent Budgeting/Budgeting for Academic Achievement to focus its resources on the classroom. This budgeting priority, coupled with the staffing autonomy allowed in the pilot model will allow us to decrease the class size and overall student load of each teacher, and in exchange, expect that each teacher will take on some of the responsibilities typically handled by administrators in a comprehensive school setting (behavior management, interventions and decision-making). The decreased class size and lightened student load will allow teachers the time they need to individualize their students' educational experience (especially when coupled with the strategies of project-based learning, differentiation, advisory/ILP and learning lab). The additional responsibilities such as behavior management and interventions can then become part of the school day, and a part of addressing the needs of the whole-student. Finally, shifting funds from administration to the classroom necessitates that the teachers participate in the decision-making and implementation of the decisions that are made. Coupled with the regular use of student data to make decisions, this strategy enables the school to be more responsive to the needs of the students.

²⁴³ See Section 13. Attachment – Preliminary Budget for details.

²⁴⁴ See Section 3.E. Parental Involvement for details on the Welcome Center and related personnel.

An attempt to do everything during the first year would be detrimental to implementing a high-quality program. Thus, the school will be prioritizing specific goals each year.

Campus-wide

The primary campus-wide goal for the first year is to establish the basic policies, processes and personnel to facilitate an organized, safe and welcoming campus.²⁴⁵ As such, the goal is to establish what resources are needed and develop a plan to share these resources evenly across all four schools. A preliminary needs assessment is based on a student population of 1500 students shared across four schools for the 2011-2012 school-year. The schools expect to hire a College and Career Counselor and one additional campus aide to help manage the 500 students added in 2012-2013. The addition of other campus-wide personnel is not anticipated. However, prior to the budget meetings for the next school year, the Building Council will meet and review the campus-wide personnel and determine if there are any additional needs or excess positions.

Green Design Community School

It is advised that schools start with a 9th grade class and add a class each following year so that a school can build its culture and focus on one grade at a time. To do this at SRHS#2 would be unfair to the students who would have to remain in an over-crowded school. Thus, the Green Design Community School will be starting with grades 9-11 in 2011 and moving to a full cohort of grades 9-12 during the 2012-2013 school year. This does not mean, however, that the Green Design Community School cannot implement a “roll out” strategy for its programs, focusing on a key element (or elements) each year for the first three years.²⁴⁶ The year one priority is to *Get the Basics Right* by frontloading professional development for teachers, establishing collaborative processes for developing curriculum, implementing instruction and making decisions, and implementing the key personalization and intervention programs discussed in this proposal (RTI, Learning Lab, Advisory and our Positive Behavior Support Plan). Prior to the budgeting for year two, the Governing Council will meet and review the small school personnel (and other) needs to determine if there are any additional needs or excess positions. During year two the staff will continue working to improve the elements implemented during year one, and add an element of college and career preparation. This element will already be in place within the classroom through rigorous instruction, and in advisory through lessons specifically geared towards college and career. However, during the second year a campus-wide College and Career counselor, an annual College and Career Fair and a pilot of a work-based learning program will be added. The second class of our Architecture and Engineering course sequence (Computer Aided Drafting with Bentley Microstation) will also occur. At the end of year two, the staff will repeat the same reflection and needs assessment process from year one, including an assessment of what supports and resources will be necessary to implement a full work-based learning program and Social Entrepreneurship course sequence. The goal for year three will be to improve all elements implemented in years one and two, and effectively implement the full aforementioned programs. Our goal is to have all elements of this plan implemented and fully operational by the end of year three. At that point, the governing council will conduct an overall programmatic assessment and determine areas for improvements and/or additions for the following years.

C. Budget Development

Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.

Prior to opening will be a slightly different process than after opening because all stakeholders will not be identified and the governing council (SSC) will have not yet been formed.

²⁴⁵ See Section 14. Attachment – Implementation Plan for a full description of these priorities.

²⁴⁶ See Section 14. Attachment – Implementation Plan for a full description of these priorities.

First year Budget Development Process

- Campus-wide design team members²⁴⁷ will meet with small school principals to determine the centralized needs of the whole school complex, developing a list of non-negotiables and prioritizing other preferences.
- The small school principals work with the fiscal specialist to determine what their contribution to the centralized needs will entail (and a portion of money is set aside from each small school budget).
- The small school principals take the remaining budget to their Interim Governing Councils (design team) to determine the small school's needs for year one, and create a preliminary budget based on projected per-pupil and categorical funds. During this time, the Interim Governing Council also develops a preliminary site plan based on the PSC proposal.
- If the small school needs more money and there are still "negotiables" in the campus-wide budget, there is another meeting of the campus-wide design team and small school principals to negotiate.
- Due to restrictions on categorical funds, the small schools will start the year with per-pupil funding only (unless the schools are able to procure a loan from the LAUSD for the categorical monies).
- Once the school year starts and the official governing council is elected, the governing council reviews and edits the site plan and the categorical budget and submits to the state.

Second Year+ Budget Development Process

A similar process to that outlined above will occur while school is in session, during the spring, and involve the Building Council and the Official Governing Council rather than the Campus-wide Design Team and the Interim Governing Council. Additionally, it should be noted that all budget meetings will be public and all decisions will be transparent, with meeting announcements, agendas and meeting notes posted on the Campus-wide list-serve.

²⁴⁷ See Section 10.B. Applicant Team Capacity

14. Implementation (2 pages without footnotes)

A. Implementation Plan

What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach **Appendix G**.

Campus-Wide

As mentioned in the previous section, the majority of the campus-wide program will be implemented during the first year of operations. Our priorities for this implementation are described in detail in the Appendix G – *Implementation Plan* and are outlined below:

Year One Priorities:

- Establish campus-wide personnel and responsibilities
- Develop, establish and communicate a campus-wide safety plan
- Develop, establish and communicate campus-wide leadership councils
- Create, staff and publicize campus-wide Welcome Center

Year Two Priorities:

- Create, staff and publicize campus-wide College and Career Center

Green Design Community School

It will take three years to fully and effectively implement all of the elements described in this proposal. During the first year, the school will prioritize the foundational instructional, organizational and operational elements. In the second year, with the addition of a 12th grade class, the school will implement the elements needed to support a college-going culture, and expand the coursework to include Capstone Course for the CTE Thematic electives. Finally, in the third year of operation, the school will fully implement the Green Streets/Green Neighborhoods work-based learning program. In addition to the plans outlined below (described in more detail in Appendix G), the Green Design Community School governing council will conduct an annual review each year to determine needed improvements and additions for each new school year.

Year One Priorities: Getting down to Basics

- Establish professional development and common planning time
 - o 3 retreats
 - o weekly meetings
- Develop, establish and communicate the Positive Behavior Plan
- Fully implement key instructional programs:
 - o Initial/mid-year/end-of-year assessments and Response to Intervention process
 - o Green Ambassadors Curricular focus
 - o Learning Lab
 - o Advisory
 - o Special education and EL inclusion
- Develop, establish and communicate leadership teams
 - o Governing council (priority – SSC)
 - o Data and professional development team
 - o Advisory support team
 - o Student leadership team
 - o Community Core leadership team
- Implement processes to address:
 - o CAHSEE/CELDT/CST Testing
 - o WASC

Year Two Priorities: College and Career Preparation

- Continue to develop and improve all basics referred to above
- Teacher Orientation Retreat for newly hired teachers; additional PD for continuing teachers
- 12th grade advisories focus on college application/financial aid processes
- College and Career Fair
- Pilot work-based learning program (develop relationships with businesses, establish policies and processes with LAUSD and on campus)
- Green Streets/Green Neighborhoods projects

Year Three Priorities: CTE: Computer Aided Drafting with Bentley Microstation

- Continue to develop and improve all basics referred to above
- Implement full work-based learning program
- Implement full CTE course sequence/program

B. Waivers

For Internal Applicant Teams Only

If an internal applicant team intends to alter any existing right of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a waiver of the Article and Section of the CBA that guarantees those rights. Typical examples of past plan elements that would require waivers are design team placement not according to seniority, staff selection and extension of on-site obligation. Note that the inclusion of a plan element requiring a waiver does not guarantee that the waiver will be secured, as such waivers are negotiable.

All internal applicant teams are encouraged to review the CBA between LAUSD and UTLA as well as consult with the UTLA Chapter Chair at your school site for more information. You may also contact LAUSD's Staff Relations Department at 213.241.6056 for additional support.

Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of your proposed school. Complete and attach the Waivers Request form to request waivers needed in the 2011-2012 school year.

The Green Design Community School is applying for pilot status wherein all below referenced waivers are included.²⁴⁸ However, for the sake of clarity, the areas of this proposal that require waivers are outlined below and requested specifically in the Appendix.

Staffing (Article IX-A)

- First year - Hiring priority given to the counselor and three teachers on the design team (depending on the final number of teachers hired, this could be 25% or 30% of the UTLA staff)
- Placement within the school is based on the PSC plan and student need, not on seniority
- After first year hiring is not seniority based

Work Hours and Schedule (Article IX.)

- Additional on-site time requirement (1 hour)
- Tutoring requirements (100 minutes per week)
- Participation in at least one leadership council/team
- Required (compensated) PD time (up to 25 days/year)
- Weekly professional development day moved to Monday

Transfers (Article XI. 2.0)

- administrative (Governing Council) transfer of a teacher not meeting expectations²⁴⁹

²⁴⁸ See Section 11 Attachment – *Elect-to-Work Agreement* for details.

²⁴⁹ See Section 11.D. Teacher Evaluation for details.

GAGE AND CENTRAL COMMUNITY SCHOOL #3
Green Design Community School
At the South Region HS #2

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Additional Attachments

(not able to include the following attachments in the main document due to formatting issues)

Letter of Intent	1 page
Assurances Form (Appendix H)	3 pages
Service Plan for Special Education (Appendix D)	26 pages
Implementation Plan (Appendix G)	5 pages

Section 2. Attachment – Curriculum Development Timeline

June/July 2011

Advisory Thematic Framework – Using the four-year plan (see Section 2.B.), each grade-alike team will create an Advisory curriculum map for each grade level. This loosely structured curriculum map will include the habits of mind, skills and general thematic foci to be addressed each quarter. The Advisory curriculum maps will be used by the grade-alike teams as a framework to guide the development of the grade-level curriculum maps for the school year.

Content Standards Framework (vertical integration) Each content area team will review the CST strand data from the previous year (incoming students) and identify the areas of skills/content-area deficiency within each content area. Using this information and the California content standards frameworks, the teams will develop a 4-year curriculum map for their content area that includes the “power standards” to be addressed each year. The content area curriculum maps will be used as a content standards framework by the grade-alike teams as they plan the grade-alike curriculum maps for the school year.

Grade-alike thematic/standards framework (horizontal integration) - Each grade-alike team will review the CST strand data from the previous year (incoming students) and identify the areas of skills deficiency that can be addressed across the curriculum. Using this information and the Advisory and Green Ambassadors and content standard frameworks as guides, the teams will develop a 4-quarter curriculum map for each grade level. Each curriculum map will contain the environmental theme, content and sustainability standards, skills/habits to be taught each quarter and how they will assess what is learned. During this planning session, the grade-alike teams will also create at least one of the two cross-curricular projects to be taught during the 2011-2012 school year.

Teacher work time - During the remainder of the retreat and additional days during the summer (depending on funding), teachers will work independently and/or collaboratively (depending on need) to develop a curriculum map and syllabus for each class for the first semester.

August/Sept 2011

Individual teachers will develop detailed curriculum maps, unit plans and course syllabi for their classes based on the grade-alike thematic/standards framework.

June-September 2011

While the teachers are developing the content-area curriculum, the principal and counselor will develop an Advisory curriculum based on the Advisory Thematic Framework and Learning Lab curriculum for each expected population of students. The principal will also work closely with content-area experts (within and outside of the school) to develop a UBD curriculum map, general unit and lesson plans and a syllabus for each unfilled position (for at least the first two months of the semester). Newly hired teachers will be introduced to this curriculum map to use as a guide, but will be encouraged to make it their own.

All of the above-reference frameworks and curriculum maps will be placed in a Green Design Community School curriculum notebook, which will be a living document (and electronic ‘site’) that grows and changes based on the needs of students, because curriculum development at the Green Design Community School will not end after the first year. At the end of each semester, the Green Design Community School faculty will meet in grade-alike teams to review student assessment data and adjust curricula for the following semester to meet the needs of the students. At the end of each year, the faculty will meet as a whole to reflect on the previous year, examine student assessment data, adjust the Advisory/thematic framework, and set overarching goals for the next school year (i.e. engagement, skills, development, community involvement, etc). The content-area teams and grade-alike teams will also meet during the end of the year retreat to review the relevant student data and adjust pacing/assessment, etc.

Section 2. Attachment – Four Year Plan

Four-Year Plan

The Green Design Community School 4-year plan outlines the skills, habits of mind, participation and thematic/Advisory focus for each year, as well as the required courses and additional learning opportunities for students. The skills, habits and themes introduced in Advisory will also be addressed throughout curricula in the core classes.

YEAR ONE: Responsibility for self and accountability to community

- **Skills:** Establish and strengthen basic reading, writing, math and technology skills
- **Habits:** Thinking about our thinking (meta-cognition); questioning, posing and solving problems; managing impulsivity, responding with wonderment and awe
- **Participation:** small school and community school: Green Ambassadors projects/events
- **Advisory/Thematic focus:**
 - o Introduction to high school (graduation and college-going requirements, expectations, intro to theme and school culture)
 - o Personal health (mental, emotional and physical)
 - o Portfolio Development through Green Ambassadors Projects
- **Courses:**

Core classes	Additional Learning Opportunities
English 9/ESL Algebra I/Geometry ICS/Biology Spanish Physical Education Green Ambassadors Elective	Learning Lab: - Reading/Writing development - Math skills development - Honors supplement for English 9 and/or Biology - Online core coursework in Spanish (for ESL1and2)

YEAR TWO: Thinking Globally, Acting Locally

- **Skills:** Continue to develop basic skills, development of critical thinking and analytical skills
- **Habits:** Thinking about our thinking (meta-cognition); questioning, posing and solving problems; persistence, thinking and communicating with clarity and precision, (especially in how to advocate for green issues within the South Los Angeles community), finding humor
- **Participation:** Continue school participation; intro to local and global issues and advocacy
- **Advisory/Thematic focus:**
 - o Introduction to community sustainability issues and advocacy
 - o Portfolio Development:
 - Green Streets/Green Neighborhood Design
 - Continued Development of Green Ambassadors projects
- **Courses:**

Core classes	Additional Learning Opportunities
English 10/ESL World History Geometry/Algebra II Biology/Physics/Chemistry Spanish Physical Education Visual and Performing Arts: Design/Drafting	Learning Lab: - Reading/Writing development - Math skills development - Honors supplement for English 10 or Biology - Online core coursework in Spanish (for ESL1and2) Electives: Spanish

YEAR THREE: Envisioning the Future

- **Skills:** Continue to develop 9/10 skills; introduction to collaborative learning
- **Habits:** Thinking about our thinking (meta-cognition); thinking flexibly; applying past knowledge to new situations; taking responsible risks, thinking interdependently
- **Participation:** Continue to participate in school. Students will devote time to volunteer-work, internships, job shadowing or projects that contribute to the local community – OR – if they must work to support themselves or help their family, we will devise a project connected to that work.
- **Advisory/Thematic focus:**
 - o The world of work (career skills/options/requirements/opportunities/exposure)
 - o The world of college (college skills/options/choices)
 - o Portfolio Development:
 - Green Streets/Green Neighborhood Design
 - Continued Development of Green Ambassadors projects

- **Course Offerings:**

Core classes/ A-G	Additional Learning Opportunities
American Literature American History Algebra II/Trigonometry/Math Analysis Chemistry/Environmental Science Career Technology Education (CTE): Computer Aided Drafting Year 1: Bentley Microstation	Learning Lab: - credit recovery - online AP or college coursework - online certification programs - Infrastructure Academy: Energy Coursework at LATTC or El Camino College Internships or Work Study Spanish

YEAR FOUR: Creating the Future

- **Skills:** Continue all skills from previous grades; introduction to self-directed learning
- **Habits:** Thinking about our thinking (meta-cognition); listening to others, striving for accuracy and precision, creating, imagining and innovating, learning continuously
- **Participation:** Students are required to continue all layers of participation (school, community/internship/work), and incorporate one element of participation into their final Advisory project.
- **Advisory/Thematic focus:**
 - o Applying for College
 - o Applying for Financial Aid
 - o Applying for jobs/internships/certificate programs
 - o Portfolio Development / Senior Exhibition:
 - Urban Land Institute Spring Competition
 - Continued Development of Green Ambassadors projects

- **Courses:**

Core classes/ A-G	Additional Learning Opportunities
English 12 Economic/Government Algebra II/Trigonometry/Math Analysis Chemistry/Environmental Science Career Technology Education (CTE): Computer Aided Drafting Year 2: Bentley Microstation Certification	Learning Lab: - credit recovery - online AP or college coursework - online certification programs Coursework at LATTC or El Camino College Internships or Work Study Spanish

Section 2 Attachment – Green Ambassadors Course Sequence

YEARS 1-4: Green Ambassadors: **9th grade Elective** / Also Supported through Advisory all 4 years.

- Introduction to the **Green Ambassadors Curriculum**:

G.R.E.E.N Units:

- Getting Connected (systems thinking),
- Recycle Organics (composting, soils management),
- Eating Healthy (food systems),
- Energy
- Natural Living and the

Ambassadors Skills: once students are engaged and equipped with ‘Green Strategies’ knowledge, they are then empowered by developing their Communication Skills to teach others (hence, the Ambassador part of the Curriculum) and take action. Ambassador Skills include:

- Persuasive papers/brochures
- Webpages/blogs
- Press releases
- Videos
- Power points
- Public speaking
- Teaching
- Leading Earth positive events

Year 2: Green Streets / Green Alleys / Green Neighborhoods: **10th Grade Elective: Fine Arts:**

Design/Drafting + 1 Green Ambassadors project in Advisory

- Students take their learning of sustainable solutions to their immediate neighbors. They will learn the principals of Sustainable Design and how to draw/draft landscape designs. Student teams will design spaces in the community including neighbors’ yards and community spaces.
- All 10th graders will present one final design project for inclusion at the end of the year celebration of student work.
- Possible projects through Advisory include fruit/shade tree planting with the city, Tree People, and Common Vision, yard design for composting and water harvesting with sustainable architects, urban planners, government agencies, watershed protection/studies with Heal the Bay, Green Space planning with Council District 9 and the Community Redevelopment Agency, to name a few ideas.

Year 3: CTE Course **11th grade:** Computer Aided Drafting: Bentley Microstation Year 1 + 1 Green Ambassadors project in Advisory

- In the 1st semester students will become familiar with the tools and terms in the Bentley Microstation software
- In the 2nd semester, students will take the final plan they drafted in the 10th grade and turn it into usable design/construction documents
- Possible projects through Advisory include continuing work from year 2 and/or seeking funding to actually implement the design they create in Bentley Microstation

Year 4: CTE Course **12th grade:** Computer Aided Drafting: Bentley Microstation Year 2: Certification + Urban Land Institute Urban Project Competition in Advisory

- Students will follow the required 40 hour training sequence provided by Bentley Microstation to earn certification in using the software.
- Students will also apply to compete in the Urban Land Institute’s Urban Plan competition. (See attached power point provided by ULI.) The annual spring contest has teams present their plan for redevelopment in South Los Angeles. The 6 items required from the team are:
 - Colored Site Plan

- Colored Massing Model
- Image Boards
- Written Proposal
- Proforma
- Oral Presentation

The Urban Land Institute Competition provides for a real-world, relevant capstone project for the CTE course sequence proposed for the Green

Section 2 Attachment – Green Ambassadors Curriculum

About The Green Ambassadors Curriculum

www.greenambassadors.org/curriculum/_introduction/about_the_green_ambassadors_curriculum.htm
The Green Ambassador Curriculum is a standards-based and project-based service learning program that can be used as the basis of a semester, year-long or two-year course in high schools, a course in community colleges and universities, or as "drop-in" units of study in existing, traditional classes. Its objective is to empower young people to be agents of change in their communities by providing resources that educators can use to teach conceptual understandings, and the ability to apply those understandings, in three subject areas:

Science and Technology: Concepts and principles that underlie sustainable practices and technologies in the zones of transportation, water management, agriculture, recycling, energy production, energy efficiency, etc.

Language Arts and Communications: The production of coherent, comprehensive and effective communications in the forms of writing, speaking, slide-based presentations, photographs, and video.

Social Science: An understanding of types of community organizations (local government, business, non-profit, educational) and their roles, as well as the relationships of local, state, and federal level agencies and organizations, as applied to the production of events that successfully bring these elements together to disseminate sustainable solutions.

Organization of the Curriculum

The Green Ambassador Curriculum consists of an initial orientation unit followed by a set of ten-week topic-specific units, each of which culminates in the production of a community event. Each of the ten-week units focuses on one zone of sustainable practices and technology: composting, water, food, lifestyle, and so on.

The first few weeks of study in a unit are designed to make the students highly knowledgeable in that unit's zone of practice; during the remaining weeks students work in teams to plan, prepare for and produce an *earth+* ("earth-positive") event that enlightens their community about sustainability issues and solutions.

The Green Ambassador Curriculum resources available here include these elements:

Orientation: Resources for use in teaching students fundamental concepts of sustainability, as well as bringing students to an understanding of how the Green Ambassador Program works.

Becoming an Sustainability Expert: Here you will find resources for use in the first five-week segment of a topic-specific unit, to help you bring students to a deep understanding of the issues and solutions for that topic.

How to Be a Green Ambassador: These resources would be used to teach students how to produce one of several different forms of communication that would be incorporated into an *earth+* event: slide presentations, photo stories, public relations, video, etc. One set of resources is about event production itself. Generally, these resources would be used in the second five-week segment of a topic-specific unit, to guide students as they prepare various elements of their *earth+* event.

Sequence of Instruction

A full-year Green Ambassadors class would follow this plan:

Weeks 1 - 4: Orientation

Weeks 5 - 7: Students become experts on composting (another topic could be used, but composting has proven to be a good place to start and the examples provided here assume that you will teach composting as your first topic-specific unit).

Weeks 8 - 14: *All* students proceed through *every* lesson of the "How to Be a Green Ambassador" units, learning each aspect of event planning, preparation and production, based on the example of composting. Thus *all* students will learn how to create a photo-story about composting, will learn how to prepare and deliver a slide-based presentation on composting, will learn how to write a press release about composting, will learn how to create an elementary lesson plan about composting, will learn how to write

and produce a video about composting, etc.

This culminates in an *earth+* community event that presents issues and solutions related to composting, an event which showcases the best of the class's work (e.g., the photo-story voted as best, the slide presentation voted as best, etc.).

Weeks 15 - 18: Select a different sustainability topic from those presented in "Becoming an Expert", and teach students all about that topic.

Weeks 19 - 23: Students plan, prepare and produce an *earth+* community event about the topic they have just learned about. In this case, each student team is assigned a *different* task, whether it be the creation of slide-based presentation, a video, a game, an elementary lesson plan, etc.--and one of the teams is assigned the task of overall event planning/preparation. This period culminates in the event.

Weeks 24 - 32: Repeat the pattern of weeks 15 - 23.

Section 3 Attachment - Interim Positive Behavior Support Plan

Behavior Expectations: Reduce, Reuse, Recycle, Rethink and Refuse

The principal at the Green Design Community School will:

- be at school, on time, regularly
- be prepared to....
- expect excellence and quality work from all students.
- act with respect towards staff and students
- be available to students, staff and parents for questions, comments, concerns or ideas

The office staff at the Green Design Community School will:

- be at school, on time, regularly
- be prepared to help students, teachers and parents
- expect excellence and quality work from all students.
- act with respect towards students

All teachers at the Green Design Community School will:

- be at school, on time, regularly
- be prepared to teach with lessons, assignments, notes, etc.
- expect excellence and quality work from all students.
- act with respect towards students
- be available for discussion about grades or to help students with your work.

All students at the Green Design Community School will:

- be here, on time, regularly
- be prepared for class with pencil or pen, paper, notes, books & other required materials.
- make an effort to participate in class and learn from teachers.
- will create quality work
- will act with respect towards each other and the adults present at this school.

Behavior Consequences

Positive Consequences – The Green Design Community School Governing Council will collaborate with the Student Council to develop positive behavior rewards and celebrations for individuals and classes who meet and exceed the behavior expectations.

Negative Consequences -

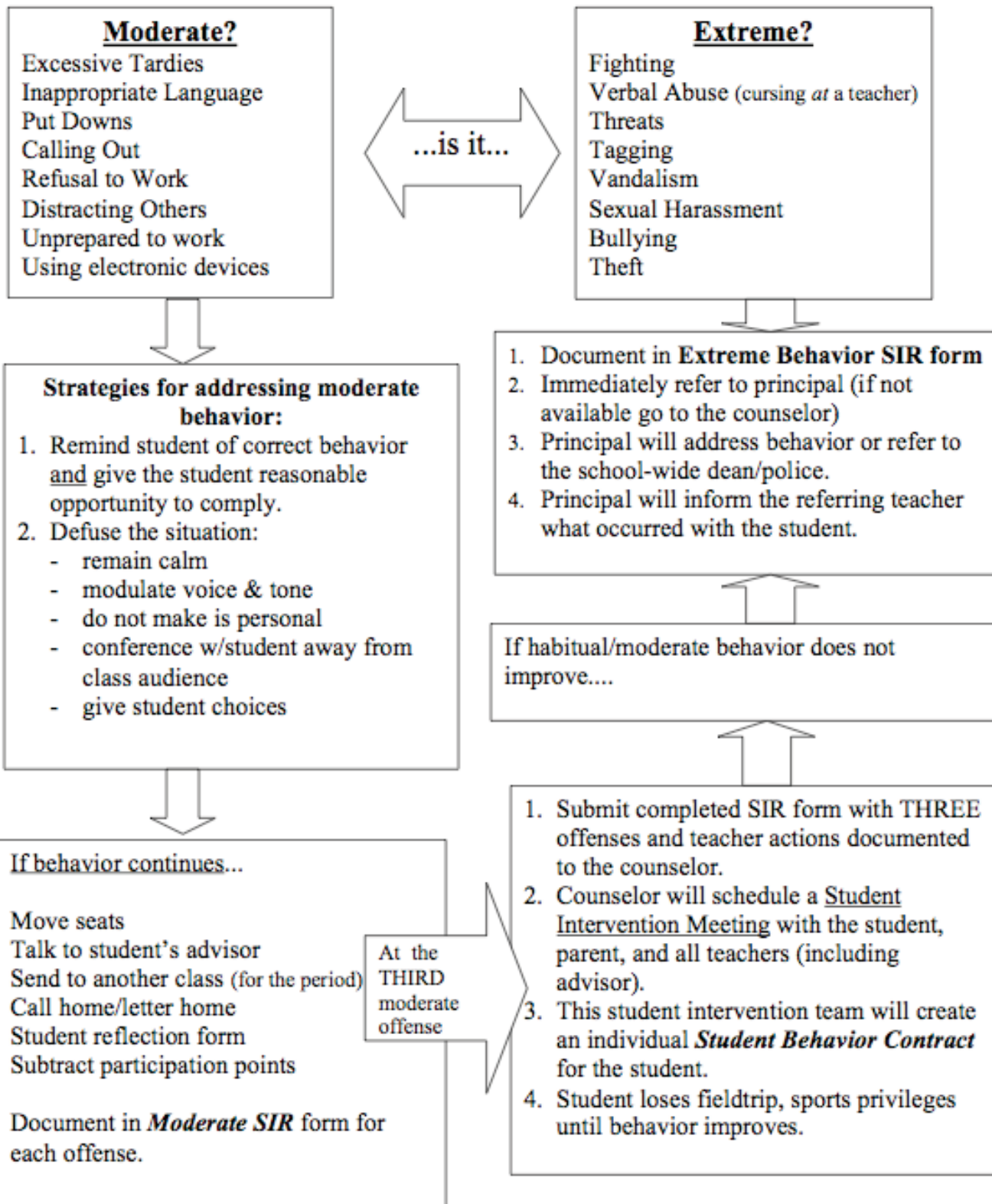
If the principal violates the behavior expectations, students, teachers and parents are encouraged to complete an anonymous feedback form and put it in the Feedback Box in the front office. The feedback forms will be read, addressed and responded to once per month by the Governing Council. If the suggestion/feedback is not addressed or remedied within two months, students and parents are encouraged to take the concern to the High Schools Director at District 7 at the District 7 Offices (contact information here). Teachers are encouraged to take the concern to the UTLA Chapter chair.

If the school staff or a teacher violates the behavior expectations, staff, students and parents are encouraged to complete an anonymous feedback form and put it in the Feedback Box in the front office. The feedback forms will be read, addressed and responded to once per month by the Governing Council. If the suggestion/feedback is not addressed or remedied within two months, staff, students and parents are encouraged to contact the principal directly (contact information) or take the concern to the High Schools Director at District 7 at the District 7 Offices (contact information here).

If a student violates the behavior expectations, staff, teachers and the principal will engage the following process:

Student Behavior Management Flowchart

If student misbehavior occurs...



Section 3 Attachment – Preliminary Schedules

Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast
8:30-9:00 Period 1	8:30-10:00 Period 1	8:30-10:00 Period 2	8:30-10:00 Period 1	8:30-10:00 Period 2
9:05-9:35 Period 2				
9:40-10:10 Period 3	10:05-11:35 Period 3	10:05-11:35 Period 4	10:05-11:35 Period 3	10:05-11:35 Period 4
10:15-10:45 Period 4				
10:50-11:20 Lunch –2 schools Period 5 –2 schools	11:35-12:05 Lunch	11:35-12:05 Lunch	11:35-12:05 Lunch	11:35-12:05 Lunch
11:25-11:55 Lunch –2 schools Period 5 –2 schools	12:10-1:40 Period 5	12:10-1:40 Period 6	12:10-1:40 Period 5	12:10-1:40 Period 6
12:00-12:30 Period 6	1:45-2:15 Advisory	1:45-2:15 Advisory	1:45-2:15 Advisory	1:45-2:15 Advisory
12:35-1:15 Advisory	2:20-3:10 Period 7	2:20-3:10 Period 7	2:20-3:10 Period 7	2:20-3:10 Period 7
1:20 - 3:10 PD				

6 hour 40 minute work day
5.8 hours of instructional time

Credit range for 5 (credits) / one semester = 200 – 300 minutes per week (LAUSD Bulletin 1100)

1-6th period – A/B days = 90 minutes x 2 days = 180 minutes + PD day (30 minutes) = **210 total**

minutes per week

7th period – A/B days = 50 minutes x 4 days = 180 minutes + No PD day = **200 total minutes per week**

Green Design Community School – Preliminary Teacher Schedule

15 Core Teachers

2 ELL teachers

2 Special Education teachers

A DAYS

POSITIONS	P1 A	P3 A	P5 A	Advisory	P7 A	Tutoring
1ST YEAR – CORE						
Science	Biology	Biology	CONF	Advisory	Learning Lab	
Math	Algebra I	CONF	Algebra I	Advisory	Learning Lab	
English	English 9	English 9	English 9	Advisory	CONF	Learning Lab
Thematic Elective	Green Ambassador	Green Ambassador	Green Ambassador	Advisory	CONF	Learning Lab
PE	PE10	PE9/10	PE10	CONF	CONF	
2ND YEAR - CORE						
Science	CONF	Chemistry	Chemistry	Advisory	Learning Lab	
Math	Geometry	CONF	Geometry	Advisory	Learning Lab	
English	English 10	English 10	English 10	Advisory	CONF	Learning Lab
History	World History	World History	World History	Advisory	CONF	Learning Lab
PE	PE10	PE10	PE10		PE10	
3RD YEAR – CORE						
Lab Science	Env Science	Env Science	E - AP Env Sci	Advisory	CONF	Learning Lab
Advanced Math	Adv Math	Adv Math	Adv Math	Advisory	CONF	Learning Lab
English	Am Literature	CONF	Am Literature	Advisory	Learning Lab	
History	CONF	US History	US History	Advisory	Learning Lab	
SHARED						
Visual Arts	Visual Arts	Visual Arts	CONF	Advisory	Visual Arts	
Spanish 1	CONF	Spanish	Spanish	Advisory	Spanish	
Principal/Counselor					Leadership	
ELL						
English Lang Skills	ELS	LL-ELL/ELS	CONF	Advisory	Learning Lab	
ELL Specialist	ELL	CONF	ELL	Advisory	Learning Lab	Learning Lab
Special Education						
Resource Specialist	CONF	RSP	RSP	Advisory	Learning Lab	Learning Lab
SDP	SDP	SDP	CONF	Advisory	Learning Lab	

B DAYS

POSITIONS	P2 B	P4 B	P6 B	Advisory	P7 B	Tutoring
1ST YEAR – CORE						
Science	Biology	Biology	Biology	Advisory	CONF	Learning Lab

Math	Algebra I	Algebra I	Algebra I	Advisory	CONF	Learning Lab
English	English 9	CONF	English 9	Advisory	Learning Lab	
Thematic Elective	CONF	Green Ambassadors	Green Ambassadors	Advisory	Learning Lab	
PE	PE9	PE9/10		Advisory	CONF	
2ND YEAR - CORE						
Science	Chemistry	Chemistry	Chemistry	Advisory	CONF	Learning Lab
Math	Geometry	Geometry	Geometry	Advisory	CONF	Learning Lab
English	English 10	CONF	English 10	Advisory	Learning Lab	
History	World Hist	World Hist	CONF	Advisory	Learning Lab	
PE		PE9/10	PE 10		CONF	
3RD YEAR - CORE						
Lab Science	CONF	Env Science	Env Science	Advisory	Learning Lab	
Advanced Math	Adv Math	CONF	Adv Math	Advisory	Learning Lab	
English	AP Lang	Am Lit	Am Literature	Advisory	CONF	Learning Lab
History	US History	AP US Hist	US History	Advisory	CONF	Learning Lab
SHARED						
Visual Arts	Visual Arts	Visual Arts	CONF	Advisory	Visual Arts	
Spanish I	AP Spanish	Spanish	CONF	Advisory	Spanish	
Principal/Counselor					Leadership	
ESL						
English Lang Skills	CONF	ELS	LL-ELL/ELS	Advisory	Learning Lab	Learning Lab
ELL Specialist	ELL	ELL	CONF	Advisory	Learning Lab	
Special Education & ESL						
Resource Specialist	RSP	CONF	RSP	Advisory	Learning Lab	
SDP	CONF	SDP	SDP	Advisory	Learning Lab	Learning Lab

NOTE: The ELS, ELL, RSP and SDP students will take the majority of their coursework in the general education classrooms. Their teachers will work out a schedule with the counselor, teachers and students to co-teach and conduct pull-out sessions to be held in a room with access to a learning lab cart.

SAMPLE STUDENT SCHEDULES

9th Grade - A Student who needs more assistance

A DAY		B DAY	
1 st Period	Biology	2 nd Period	English 9
3 rd Period	Algebra I	4 th Period	Green Ambassadors
5 th Period	Spanish I	6 th Period	P.E.
7 th Period	Learning Lab – Math support	7 th Period	Learning Lab – English support

10th Grade - A Student who needs more of a challenge

A DAY		B DAY	
1 st Period	PE	2 nd Period	Algebra II
3 rd Period	Chemistry	4 th Period	Art: Design/Drafting
5 th Period	English 10	6 th Period	World History
7 th Period	Leadership	7 th Period	Leadership
8 th Period	Learning Lab – Eng 10 Honor supp	8 th Period	Learning Lab - World History H supp

11th Grade - A Student who needs more assistance

A DAY		B DAY	
1 st Period	CTE: Computer Aided Drafting	2 nd Period	Math elective – math support
3 rd Period	Geometry	4 th Period	American Literature
5 th Period	Environmental Science	6 th Period	American History
7 th Period	Learning Lab – Credit Recovery	7 th Period	Learning Lab – ELA supports

Section 4. Attachment – Assessment Development Timeline

<p>July 2011</p>	<p>Teachers will participate in a 3 week <i>Teacher Orientation Retreat</i>, during which they will attend training sessions regarding curricula development, specific instructional strategies and assessments.</p> <p>During the <i>Teacher Orientation Retreat</i>, teachers will also develop several curricula frameworks that incorporate Advisory/theme, content-standards and grade-level pacing.</p>
<p>August 2011</p>	<p>The principal/leadership team will use the curriculum frameworks as a guide to develop the Grade-level Initial Assessment in the LAUSD CoreK12 assessment program.</p> <p>The Renaissance Learning skills test will be given separately, and primarily as a screen for our <i>Response to Intervention</i> Process.</p>
<p>September – November</p>	<p>After the start of the school year, the grade-level teacher teams will use professional development time to evaluate the effectiveness of the Grade-level Initial Assessment (what did it tell us, what didn't it tell us, how can we improve the assessment?).</p> <p>Using the information from the effectiveness analysis and the curriculum maps for the second semester (which will include focus standards for the CST and CAHSEE), the grade-level teams will use the CoreK12 Assessment program to create the mid-year assessment.</p>
<p>March – May</p>	<p>The grade-level teams will repeat the above referenced process to reflect on the mid-year assessment and create an end-of-the-year assessment that measures the students' growth over the year (using standards from the curriculum map for the year).</p>
<p>June</p>	<p>As part of the end of the year retreat, teachers will discuss the effectiveness of the Renaissance Learning and CoreK12 Assessments to determine if we will use them for the following year.</p> <p>If these tools are not to be continued, it is the responsibility of the principal and the leadership team to explore other options and present those options at the beginning of the year retreat in August/September.</p>

Section 4 Attachment - Green Ambassadors Sample Course Syllabus

Program Overview

Green Ambassadors is a service-learning and project-based college credit course originally developed in a partnership between Environmental Charter High School and LA Trade Tech. In this course, students become engaged in learning about local environmental issues and solutions, equip themselves with community organizing skills through the specialized Green Ambassador curriculum, and empower their own communities to understand the issues and implement the solutions through events and presentations, including events for students in nearby elementary schools.

The Green Ambassador Curriculum can be used as the basis of a semester, year-long or two-year course in high schools, as the basis of a course in community colleges and universities, or as "drop-in" units of study in existing, traditional classes.

General Program Objectives

- Students will understand and evaluate a variety of sustainability issues and solutions.
- Students will learn how to plan and deliver presentations, lessons and events that engage a community in sustainability issues and solutions.
- Students will act as agents of positive change as they provide direct and valuable services to their own communities.

Course Content: Description

The "Issues and Solutions" sections of the course address a) Systems Thinking and Permaculture b) Composting c) Conserving Water d) Growing Food and e) Living Green.

The specialized Green Ambassadors curriculum includes training in ten areas of communication and community activation: 1. Event Production, 2. Creating and Delivering Presentations, 3. Filmmaking, 4. Photo Story Creation, 5. Design and Production of Marketing Materials, 6. Social Marketing, 7. Fundraising, 8. Public Relations, 9. Designing and Delivering Elementary Lessons and 10. Games as Learning Resources.

Course content relates to three subject areas:

Science and Technology: Concepts and principles that underlie sustainable practices and technologies in the zones of transportation, water management, agriculture, recycling, energy production, energy efficiency, etc.

Language Arts and Communications: The production of coherent, comprehensive and effective communications in the forms of writing, speaking, slide-based presentations, photographs, and video.

Social Science: An understanding of types of community organizations (local government, business, non-profit, educational) and their roles, as well as the relationships of local, state, and federal level agencies and organizations, as applied to the production of events that successfully disseminate sustainability solutions.

Learning Objectives

Sustainability Issues and Solutions

- Students understand systems as collections of interacting elements and can analyze some natural and manmade systems.
- Students know what "permaculture" means and can describe characteristics of systems which embody permaculture concepts and values
- Students can determine their own carbon footprint
- Students understand the characteristics of healthy soil and can make compost
- Students understand why water should be conserved and how to do so at residential level.
- Students can differentiate between sustainable and non-sustainable food production and consumption practices and explain the basis of that differentiation
- Students understand why energy should be conserved and can describe several methods of doing so at residential level, including analysis of payoff time for investment into energy-conserving products and technologies
- Students can differentiate between sustainable and non-sustainable energy production technologies and explain the basis of the differentiation
- Students can describe the components and operation of solar- and wind-based energy generation technologies.
- Students can explain the environmental impact of personal transportation choices

Communication and Community Activation

- Students believe that they have a responsibility to contribute to the well-being of their community.
- Students work to gather and share knowledge that supports the well-being of their community.
- Students encourage other community members to engage in practices that contribute to the well-being of their community.
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- use pictures to quickly and effectively present sustainability issues and solutions
- Students analyze presentations that they have experienced so as to identify characteristics of effective presentations, then work in groups to plan, deliver, and evaluate presentations using a pre-created set of slides related to composting.
- Delivering a slide show presentation
- Using film/video be used most powerfully to engage, inspire and teach people about sustainability issues and solutions
- Students learn basic concepts of marketing, then analyze an example of printed marketing materials for a composter so as to evaluate strengths and weaknesses.
- Students learn the elements of successful event production, then work in teams to plan and prepare for a community earth+ event.
- Students learn what social marketing means and characteristics of effective blogs, then use a blog to inform others about a sustainability issue and solution.
- Students learn important points of raising funds for a non-profit purpose, then plan and implement a activity that raises money by selling a sustainability solution.
- Students learn how to write press releases, make media contacts and post information about events on community calendars, then use these skills to inform their community about a sustainability issue or event.
- Students analyze a lesson plan to determine the qualities of an effective lesson plan, then learn more about how to plan lessons and work in teams to develop their own elementary lesson plan on a sustainability topic.
- Students evaluate an example of a game designed to teacher players about earth+ issues and solutions, then create and test their own game.
- Students learn what alternative marketing means and some alternative marketing techniques, then select one of more of those techniques to promote a sustainability event.

Course Content: First Semester Schedule

Weeks 1 - 4: Systems Thinking, Permaculture, Carbon Footprint

Weeks 5 - 7: Issues and Solutions: Composting

Weeks 8 - 17: How to Be a Green Ambassador: 1. Event Production, 2. Creating and Delivering Presentations, 3. Filmmaking, 4. Photo Story Creation, 5. Design and Production of Marketing Materials, 6. Social Marketing, 7. Fundraising, 8. Public Relations, 9. Designing and Delivering Elementary Lessons and 10. Games as Learning Resources.

Week 18: Final preparation for and presentation of community event on composting.

Course Content: Second Semester Schedule

Week 1-2: Issue and Solutions: Water

Weeks 3-6: Being Green Ambassadors for Water Conservation. Community event preparation and production; students choose a medium of communication and create a presentation in that medium, then present it in a Green Ambassador Community Event.

Week 7-8: Issue and Solutions: Food Production

Weeks 9-12: Being Green Ambassadors for Sustainable Food Production.

Week 13-14: Issue and Solutions: Sustainable Living (Energy, Transportation, Products and Packaging)

Weeks 15-18: Being Green Ambassadors for Sustainable Living.

Required Materials

1” Binder Reader (provided to you in class and which will remain in the classroom), recycled paper (use paper that has only been used on one side), recycled pen (TBD) and recycled pencil (buy from teacher), your

energy and enthusiasm to make a difference.

Course Grading

<i>%</i>	<i>Description</i>
10%	Warm Ups
40%	Presentation Performance Tasks
20%	Homework/Community Work
30%	In class work and participation.

A = 90% B = 80% C = 70%

Students must successfully complete all performance tasks and participate in all community events to pass the class.

Section 9. Attachment Key Community Partnerships

School Resources

Resource	Role
Complex-Wide Welcome/Resource Center	This location, which opens out to the visitors' parking lot, will serve as the nerve center that will bring together internal structures, external partnerships, parents and community. At the Welcome/Resource Center, parents and community members can get information about the school & programs (and their child, with the appropriate identification), check in and be directed to the appropriate location/small school, attend informational talks, receive services from one of our partners, participate in parent/community councils, volunteer or just spend time in a positive and energetic environment. Please see Section 3.E. for a full description of the Welcome/Resource Center.
Parent/Community Coordinator	The person in this full time position will manage the Welcome/Resource Center with the help of a full-time office tech and parent volunteers. Additionally, this person will lead the Community Schools Council and work closely with the Operations Director to manage the external partnerships. Please see Section 3.E. for a full description of the Parent/Community Coordinator.

Community Resources

Resource	Role
Parents and Community Members	Through volunteering in the Welcome Center, in the small schools, as security and on the Community Schools and other leadership councils, parents and community members will help shape the overall school culture and contribute to its success.
Bethune Park	Next door to the school is Bethune Park, a location that houses existing community resources such as a toy exchange, parenting classes, parent meetings, community meetings (Bethune Block Club), and community sports.
Los Angeles Police Department and Sheriff's Department	The Operations Director and Safe Schools Council will work with local police and sheriff's departments to implement violence prevention and safety programs on campus and in the community surrounding SRHS#2.

External Partnerships

Resource	Role
One L.A.	Based on their history of working with divergent and previously isolated communities, the schools have partnered with One L.A. to facilitate the work of our Community School Council.
St. John's Child and Family Wellness Centers	School-based health clinic to provide the students and community with in-house primary care, mental health and dentistry, with referral services to local facilities for optometry and more advanced medical care.
Youth Policy Institute	Will work with the Building Council and individual small schools to provide services and resources. Potential services/resources: grant writing, community computer lab/job training program, tutoring and after-school programs.
Los Angeles Educational Partnership	Providing a link to the Edison and Miramonte Community Schools services through their on-site director of services, with the goal of eventually creating a clear and supportive pipeline for students from pre-K through graduation. LAEP will also partner with the individual small schools for professional development.



November 22, 2010

Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, CA 90017

RE: Letter of Support for Gage and Central Community Schools for SRHS #2

To Whom It May Concern:

One LA – IAF is pleased to support the application of Gage and Central Community Schools in their application for South Region High School #2.

One LA is a broad-based, non-partisan organization of local, dues-paying member institutions, including congregations, schools, unions and other nonprofit organizations throughout Los Angeles County. It is affiliated with the Industrial Areas Foundation (IAF), the oldest and largest national organizing and leadership development network in the United States.

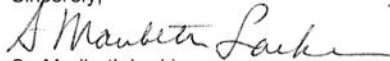
One LA's work in schools focuses on the building of relationships among various stakeholders: teachers, parents, administrators and other community leaders; the identification of and research on issues of mutual self-interest; and disciplined, organized action. The construction of this network of relationships within the school allows students to see adult stakeholders learning from each other and working together to create a collaborative learning environment. Further, the willingness of these stakeholders to work together around a collective agenda provides the opportunity for them to exercise the relational power to effect change and influence decisions affecting the school-site.

In partnering with Gage and Central Community Schools, One LA seeks to

- Identify teachers, parents, administrators and other adults connected to institutions within the community who have an interest in the well-being of the South Region High School #2 and its success, and then work with these leaders establish a common vision and agenda.
- Train leaders to intentionally address the school culture.
- Train leaders to evaluate the political environment within the City and school district, and search for opportunities within the system to take action for positive change.

Again, One LA supports the application of Gage and Central Community Schools and looks forward to working with them in their goal to create a high quality and collaborative learning environment at South Region High School #2.

Sincerely,


Sr. Maribeth Larkin

One L.A. – I.A.F.
1545 Wilshire Boulevard, Suite 328 • Los Angeles, CA 90017
(213) 273-8420 fax (213) 273-4727





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November 22, 2010

Ramon Cortines
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines:

It is my pleasure to submit a letter in support of the Public School Choice proposals for Gage and Central Community Schools, being submitted for the South Region High School #2.

The Youth Policy Institute has committed to partner with the Gage and Central Community Schools and direct our resources to provide services to the students and community.

Currently, the SRHS #2 is being considered as a site for a public computer and job-training center, funded through a Federal Recovery Act grant to provide broadband internet access to communities in need, and job-training services to the community. Additionally, once the schools have been approved and can be submitted as part of a grant, the Youth Policy Institute plans to work with the schools to provide additional supports as needed.

We support the work of the Gage and Central Community Schools and encourage you to approve their plans for four small schools on the site of the South Region High School #2.

Sincerely,

A handwritten signature in black ink, appearing to read "Dixon Slingerland".

Dixon Slingerland
Executive Director

Section 10. Attachment – Design Team Bios

Complex-wide

Russell Thompson, Ed.D. (LAUSD District 7, Director of Services)

Dr. Thompson has worked for over 30 years in the Los Angeles Unified School District, with 20 years of service as an administrator in high schools with similar populations to that projected for SRHS#2. During his time as an administrator, Dr. Thompson gained experience and knowledge in all the aspects of education that are critical to the successful implementation of a school program. His most recent assignment as the LAUSD District 7 Director of Services has provided him with additional experience and insight into the school reform process. Dr. Thompson has played an instrumental role in the collaborative work to develop strong proposals that will meet the needs of our students. As the Director of Services, Dr. Thompson will also play a key role in supervising and supporting the Operations Director and the small school principals in the implementation of the Public School Choice Plans.

Christopher Arellano (UTLA South Area Representative)

For seven years, Mr. Arellano has worked in South Los Angeles as a UTLA area representative, helping support local chapters and individual teachers, and acting as a dispute mediator when needed. Knowledgeable in the UTLA contract and LAUSD personnel policy, and possessing a background in political and community organizing, and social work, Mr. Arellano has played a critical role in helping the planning teams incorporate union and district policies into the plans, while always maintaining a focus on the needs of the students. Additionally, Mr. Arellano and UTLA have facilitated access to important resources such as UTLA experts on the PSC process, LASDI reviewers, copying/supplies, time for writing, and yummy food during Friday evening meetings. As we implement our plans, Mr. Arellano will continue his role as facilitator, helping us to shape a culture where teachers and administrators work in collaboration to meet the needs of our students.

Erica Hamilton (Coordinator, Gage and Central Community Schools)

Ms. Hamilton worked for six years as an English teacher at Fremont High School, during this time she developed important knowledge and skills in all of the instructional strategies proposed in the Gage and Central Community Schools Complex (and the Public Service Community School) proposal. In 2005, Ms. Hamilton collaboratively developed the Pathways Small Learning Community with her fellow teachers, under the guidance of the Los Angeles Coalition of Essential Schools (LACES). Through this experience, Ms. Hamilton became well-versed in the Coalition Common Principles and the value of using student-level data to improve instruction and interventions. In 2007 Ms. Hamilton left Fremont to pursue her doctorate in Urban Schooling at UCLA, focusing on small schools development and leadership, and working as a LACES leadership coach at Roybal High School. Since early 2009, Ms. Hamilton has been working with her former colleagues and students to develop the plan for the Public Service Community School and since early 2010 has acted as coordinator of and key writer for the Gage and Central Community Schools planning team. Ms. Hamilton also earned an administrative services credential, plans to complete her Ph.D. in the spring of 2011 and will apply to be the principal of the Public Service Community School.

Edgar Hernandez (Parent Representative)

Mr. Hernandez has lived in South Los Angeles since 1983 and has been a student, parent and community advocate and volunteer in South Los Angeles schools for over 10 years. With a focus on public safety and educational access, Mr. Hernandez has participated (and continues to participate) in such programs as the Kids Watch Safety Program and USC's Neighborhood Academic Initiative. He is currently employed as a Parent Resource Liaison at Drew Middle School, and has additional experience as an Education Aid Coordinator and Community Representative at Manual Arts High School and Crenshaw Community Adult School. Additionally, Mr. Hernandez has helped his own children navigate their own high school

experiences (at Manual Arts and Foshay Learning Center) and college application/going process so he knows from first hand experience the challenges and rewards of such a process. One of Mr. Hernandez's sons graduated from MIT and the other two are currently attending Cal State, Northridge, and Cal State, Los Angeles. Mr. Hernandez has attended almost all of our community outreach meetings, and has joined our complex-wide design team. His insights into safety issues and parent/community engagement and his creative ideas regarding uniforms maintenance/enforcement and parent participation have contributed tremendously to the development of our plans for the complex and individual small schools. Once the school is approved, Mr. Hernandez will be applying for the position of Parent/Community Coordinator for the Gage and Central Community Schools Complex.

Isaac Walker (community member)

Mr. Walker has lived in the community around SRHS#2 since 1965 and has volunteered at Bethune Park for 38 years. During that time, Mr. Walker coordinated a variety of sports teams and events at the park, getting to know the children and families in the community, and both of his children (now teachers) grew up participating in the athletics programs of the parks. Mr. Walker is a member of the Bethune Block Club, a community organization created to bring the community together around issues that impact the neighborhood. He is very excited about the potential for the Gage and Central Community Schools to provide the education the adolescents in the community deserve, and to act as a catalyst to bring the community together around a common goal of education. Mr. Walker has attended several community meetings and contributed his knowledge of the community needs to our proposal. He is acting as a consultant on the whole complex proposal-writing process, and will play an important role in engaging the community in making the plans into reality.

Green Design Community School

Kelley Budding (Lead Writer, Green Design Community School)

Ms. Budding is serving her 6th year as a Title I coordinator. Upon completing her Masters in Education and earning her Administrative Credential in the spring of 2005, she was hired at Harmony Elementary as the Title I/Bilingual Coordinator. Harmony was one of the first new schools built by LAUSD and had opened in July of 2004 with only a principal and math coach for out of classroom support. Her addition to the staff brought stability and resources directly to the classroom. She quickly learned to develop the leadership capacity and meaningful relationships among all stakeholders within the school and community to achieve positive outcomes for students. She transferred to Thomas Jefferson High School in 2008 to better serve the students in the Harmony/Carver/Jefferson Family of Schools. In her 1st year at Jefferson she authored and was awarded the grant from the California Department of Education to operate one of 42 'Green Academies' in the state. The Green Design Academy is in its 2nd year at Jefferson and was the basis for her invitation by UTLA, LD7 and the Gage and Community Schools Design Team to become a part of the team writing this RFP. She serves on the Citizen's Advisory Committee for City Council District 9 and the Community Redevelopment Agency. Ms. Budding's teaching career with LAUSD began in 1996 when she was hired to meet the district's need to staff elementary, bilingual, reading positions in grades K-3 at a 20:1 ratio. She is bilingual, multi-cultural, and comfortable in differentiating instruction to meet the needs of all learners. Throughout her 10 years teaching in elementary classrooms and 6 years coordinating categorical programs at elementary and high school, she has served as a competent and reliable team player in a variety of leadership and support roles including GATE Coordinator, LASI (Los Angeles Systemic Initiative to improve hands-on science education) Coordinator, Grade Level chair, and One LA Organizer.

Section 10. Attachment – School Level Committees

Building Council

Composition: Operations Director (facilitator), small schools principals (4), representatives from the community schools and student councils (2).

Function: To make and approve all complex-wide decisions regarding shared elements, procedures and policies (e.g. staff, budget, schedule, school selection/enrollment process for students, facilities, safety and discipline).

Meeting time/frequency: For the first semester of operations, the Building Council will meet once per week. This will be an after or before school meeting, specific time/day TBD.

Process: The Operations Director will develop and post the agenda on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Instructional Council

Composition: Operations Director (facilitator), small schools principals (4)

Function: To provide an opportunity for the small school principals to share instructional resources and collaborate to share best practices to improve practices across all four schools.

Meeting time/frequency: For the first semester of operations, the Instructional Council will meet once per month. Proposed day/time: TBD (could be before, after or during the school day).

Process: The small schools principals will rotate responsibility for developing the agenda and posting on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Student Leadership Council

Composition: Operations Director (facilitator) and students elected to be small school representatives (4 students per school – 1 per grade level).

Function: To develop and coordinate complex-wide student activities (dances, inter-mural sports and activities).

Meeting time/frequency: The frequency will be determined by the council, but all students elected to be representatives will be scheduled into their small school's leadership class during 7th period. The Complex-wide Student Leadership Council will meet during this time.

Process: The meetings will initially be facilitated by the Operations Director, but the goal is for the Operations Director (or one of the small school leadership teachers) to teach the students the skills to plan agendas, facilitate meetings and make decisions and the students will take over the meeting process, supervised by either the Operations Director or a rotation of the leadership teachers.

Community Schools Core Leadership Council

Composition: Parent and Community Coordinator (facilitator), parents, community members, external partners, students, teachers, small school principals and complex-wide administrators and staff. Participation is voluntary, and anyone may attend the meetings.

Function: To develop, implement and evaluate the Community Schools components that support the needs of our students and the community. To develop leadership among community members to inspire empowered civic engagement.

Meeting time/frequency: To be determined by the Council (recommend at least one meeting per month). This will be an after or before school meeting, specific time/day TBD.

Process: The Parent and Community Coordinator, with the support of our One L.A. facilitator, will work through a community organizing cycle create positive relationships to work together to achieve the

Community Schools' goals. The Parent and Community Coordinator will develop the agenda and post on the list-serve at least 3 days prior to the meeting (notices for these meetings will also be posted in the Welcome Center). All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Safe Schools Council

Composition: Operations Coordinator (facilitator), school safety staff (police, aides, volunteers), parents, community members, students, teachers, small school principals and complex-wide administrators and staff. Participation is voluntary, and anyone may attend the meetings.

Function: To develop, implement and evaluate a *Complex-wide School Safety and Behavior Expectations Plan*.

Meeting time/frequency: To be determined by the Council with a higher frequency recommended at the beginning of the year during the plan development and initial implementation. This will be an after or before school meeting, specific time/day TBD.

Process: The Operations Coordinator will develop the agenda and post on the list-serve at least 3 days prior to the meeting (notices for these meetings will also be posted in the Welcome Center). All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Green Design Community School

As part of the additional duties required through the Elect-to-Work Agreement, all teachers at the Green Design Community School must volunteer to participate in one committee (adjunct duty) per year. This includes the above referenced Complex-wide committees as well as the small school committees listed below.

Governing Council (School Site Council and Leadership Council-Combined)

Composition: See Section 10.C. below

Function: To make and/or approve all decisions regarding small school plan elements, procedures and policies (e.g. staffing, instruction, budget, programming, safety and discipline).

Meeting time/frequency: For the first semester of operations, the Governing Council will meet twice per month. This will be an after or before school meeting, specific time/day TBD.

Process: All decisions will follow School Site Council regulations.

CEAC/ELAC

Composition: In accordance with District and CDE guidelines with more than 50% being parents from whose children participate in the Title I and/or English Learner Programs. (Again, in accordance with District guidelines)

Function: To make formal recommendations to the Governing Council (School Site Council) regarding budget and school plans to attain annual measurable objectives outlined in NCLB

Meeting time/frequency: One time per month at a time that is most convenient to parents, TBD

Process: In accordance with District Guidelines

Data and Professional Development Team

Composition: Principal (facilitator), counselor and one teacher volunteer from each grade level team.

Function: To collect student-level data, create and facilitate analysis procedures for the professional development meetings, and conduct needs assessments within the faculty to develop all-faculty, grade-alike or small group professional development sessions.

Meeting time/frequency: Bi-weekly until the professional development plan is set for the semester. Then, as needed and after each assessment process when the data set becomes available. This will be an after or before school meeting, specific time/day TBD.

Process: The principal will develop and post the agenda on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Advisory Support Team

Composition: Four teacher volunteers with previous advisory experience and success, and the principal or counselor.

Function: To develop an advisory curricula menu and support teachers who are having difficulty implementing their advisory program.

Meeting time/frequency: Bi-weekly (opposite weeks than the Data and Professional Development Team) until the advisory plan is developed, then monthly for check-ins and to plan in-class supp

Process: The facilitator will be a rotated position among the teacher leaders. He or she will develop and post the agenda on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Student Leadership Team

Composition: Up to 30 students may volunteer or be recommended for the Green Design Community School Leadership Team. The team will meet as part of the 7th period leadership class curriculum. Additionally, as students are elected to represent the Green Design Community School in the Complex-wide Student Council, they will join the class and take part in small school student leadership in addition to representing the school at the complex-wide meetings.

Function: To develop the small school's identify and culture through creating activities, events, celebrations, competitions, etc.

Meeting time/frequency: During 7th period Leadership Class.

Process: The principal and counselor will co-facilitate the leadership class during the first semester. This facilitation will involve teaching the students the skills to plan agendas, facilitate meetings and make decisions with the goal of the students rotating the facilitator role, with the supervision of either the principal or the counselor. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Community Core Leadership Team

Composition: Green Design Community School Parent/Community Representative (facilitator) and parent volunteers, staff and community members. It is important that the parent representatives on the Governing Council and Gage and Central Building Council participate in these meetings.

Function: To develop processes and outreach strategies to promote parent participation in the GREEN DESIGN COMMUNITY SCHOOL. To provide a space for parents to express concerns and share ideas. Additionally, the Green Design Community School Community Core Leadership Team plays an important role in the process for representing those concerns/ideas to the Green Design Community School Governing Council and G&C Complex-wide Building Council.

Meeting time/frequency: To be determined by the team

Process: The Parent/Community Representative will develop and post the agenda on the list-serve (and in the Welcome Center and the Green Design Community School front office) at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Section 11 Attachment – Job Descriptions

Responsibilities of the small school principal

- Supervision and support of the instructional program aligned with the vision of the school, including standards-based instruction.
- Counseling services, including peer and college counseling
- Master schedule
- Staff development and professional learning communities
- Administration of classroom discipline, including detention and parent conferences.
- Teacher evaluations
- Collaboration to develop a common bell schedule
- Provide a UTLA-approved selection process for one of the following school governance structures: Shared Decision Making Council (SDMC), School-Based Management (SBM), Expanded School-Based Management Model (ESBMM), or Pilot School Model.
- Support and provide oversight of a School Site Council (SSC), Compensatory Education Advisory Council (CEAC), and English Language Advisory Council (ELAC).
- Substitute teachers
- Textbooks
- Instructional program for English language learners
- Instructional program for students with disabilities
- Collection of lesson plans
- Budgets and purchasing
- Keys
- Identification of students to receive lockers
- Attendance monitoring
- Field trips
- Stull evaluations
- Per-pupil budgeting
- Banked-time staff development days
- Administration of CAHSEE, CST, CELDT, CAPA, and common assessments.
- Title I and all other categorical programs
- Time reporting and payroll for small-school staff members

Responsibilities of the Operations Director

- Physical plant
- Administration of campus discipline and supervision, including tardy prevention, lunch detention, in-school suspension, Saturday school, arrests, expulsions, and gang prevention. Serve as liaison with school police, the Los Angeles Police Department, and the Los Angeles County Sheriffs Department.
- Cafeteria services
- Physical education department (each P.E. teacher will coach at least two sports.)
- Athletics and cheerleaders
- School-wide student activities, including dances, senior activities, prom, yearbook sales, etc.
- Student store and associated student body budget
- Emergency operations (fire, earthquake, inter-group relations)
- Mediation process as needed among small-school principals. (Final decisions, if agreement cannot be reached via consensus, will be decided by a vote of the four principals. In the event of a tie vote, the director of high schools will make the final decision.)
- Liaison with adult school program
- Liaison to Community Schools partnerships
- School nurse
- School health clinic
- Physical plant
- Bus transportation
- Welcome center and registration office
- Main telephone switchboard
- Civic center permits
- Emergency operations and school crisis team
- Library and college/career center
- Lockers
- School-wide peer mediation program
- Sexual harassment policy
- SIS and ISIS
- School web site
- School-wide activities calendar
- Time reporting and payroll for operations staff

Responsibilities of the Parent/Community Coordinator (Parent Resource Liaison)

- Manage the Welcome Center and staff (educational aides and volunteers)
- Coordinate and conduct workshops for parents to be more effective in their children education
- Recruit, process, train and manage parent and community volunteers
- Answer phones, design flyers, translate/interpret, keep inventory and records
- Provide resources and information to parents, students and community
- Knowledgeable about questions commonly asked by parents (important dates, report cards, graduation requirements) or have the resources necessary to find the answers.
- liaison to One LA
- Facilitate a complex-wide parent leadership council that meets at least once per month
- attends (or finding an appropriate representative to attend) the complex-wide decision/policy-making meetings in which parent/guardian input is needed (building council and safe schools team).

Section 12 Attachment – Elect to Work Agreement

Green Design Community School Election to Work Agreement (2011-2012)

I, _____, am voluntarily electing to work at the Green Design Community School (GDCS). By signing this Election Agreement, I indicate that I understand and accept the vision and mission of the GDCS and the following terms and conditions of my employment.

I understand my responsibilities include:

Curriculum and Instruction

- Collaborating with GDCS faculty and working independently to construct effective and engaging standards-based curriculum.
- Participating in grade-level and vertical planning meetings.
- Utilizing the Understanding by the Design curriculum planning framework.
- Differentiating instruction for students with varying learning styles and needs within my classroom and through additional interventions and accelerations in the learning lab.
- Collaborating and Co-teaching with special education and EL teachers and para-professionals to ensure the academic success of all students.
- Developing lesson and unit plans that build upon students' previous learning, and provide the necessary scaffolding to allow them to engage with rigorous standards.
- Measuring student achievement with multiple assessments -- project-based, performance-based, essays, selected-response and constructed-response -- as assessments *for* learning (formative) and *of* learning (summative).
- Continually monitoring student achievement and tailoring instruction accordingly.
- Integrating technology in the classroom and encouraging students to use technology when appropriate.
- Providing test preparation strategies for CST, SAT and ACT and explicitly preparing students for the CAHSEE.

Collegiality, Collaboration and Environment

- Having an "open door" approach to teaching in which other teachers and staff are welcome at all times in my classroom.
- Creating a welcoming, orderly, print-rich and engaging classroom environment.
- Seeking and welcoming constructive criticism from peers, administration, students, community members, and families.

Additional Roles and Duties

- Participating in at least one GDCS school team or GCSC council.
- Teaching one learning lab session per semester (for intervention and accelerated students), which includes 2 days per week during school and 2 days per week after school (see teacher schedule for details).
- Teaching one advisory class per semester (which includes one home visit per student per year and assisting students in the development of their Individualized Learning Plans and related components).
- Maintaining and nurturing relationships with GDCS students and their families
- Helping supervise or plan at least one extra-curricular event each semester
- Attending a minimum of one 8th grade recruitment fair or event
- Addressing non-extreme behavior issues within the classroom (or among teachers).

Professional Growth

- Developing an Initial Planning Sheet (IPS) at the beginning of each school year that outlines curricular and instructional goals for the year.
- Participating in an ongoing observation, feedback and improvement practice with my peers and the principal.
- Participating in annual self-evaluation and performance evaluation and with the principal.
- Participating in the Teacher Orientation Retreat¹, bi-annual data analysis and reflection retreats, and all professional development sessions during the weekly professional development time.

Salary, Benefits, Seniority and Membership in a Bargaining Unit

I understand that I maintain the status of an LAUSD employee who works in a Pilot School:

A. These employees shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the negotiated Agreement between the District and UTLA (“Agreement”). The parties agree this constitutes authority to establish non-uniform Salaries pursuant to Government code 3543.2(e).

B. These employees shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. These employees shall continue to accrue seniority as provided in the California Education Code.

C. These employees shall continue to attain and maintain “status and classification” as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

Work Hours and Schedule

I understand that:

- The workday for teachers will begin 10 minutes before the first bell and will end 10 minutes after the last bell.
- Teachers will participate in and be compensated for ten (10) professional development days before school starts, two (2) days of mid-year planning prior to the end of Winter Break and three (3) days of reflection and planning at the end of the school year for as long as funding is available.
- Teachers will be asked to supervise two (2) after-school learning lab sessions of fifty (50) minutes each per week.

Distributed Leadership in a Pilot School

I understand that teachers will:

- Participate in at least one GDSC team or GCCS council
- Participate in regular and collegial discussions about school policy, curricula, and all other school-related topics, with the goal of democratic decision-making and transparent school operations.
- Contribute to dialogue around school issue in a collegial, productive, and timely manner.
- Expect to take responsibility for addressing behavior issues and implementing changes in school operations, rather than view this as the domain of the “administration”.
- Understand that the pilot school autonomies provide our school with the opportunity to innovate, but they also put far greater responsibility on teachers to be accountable for the decisions made by the school.

Equity Issues

I understand that no person shall be discriminated against based on race, gender, religion or sexual

¹ Or makeup session if not hired in time for the retreat.

orientation. If a staff member has concerns related to equity issues at the school, that staff member should contact the Equal Opportunity Section within LAUSD offices (213-241-7633).

Dispute Resolutions

I understand that the processes and procedures for dispute resolution will be determined by the Governing Board of the Green Design Community School.

Release of Employment at The Green Design Community School (transfer)

I understand that:

Permanent teachers may unilaterally and voluntarily transfer from the Green Design Community School by March 15 of each year. Similarly, The Green Design Community School Governing Council may unilaterally transfer teachers by March 15 of each year. Teachers are expected to fulfill all contractual obligations outlined in this Election-to-Work Agreement and in the UTLA contract. These include, but are not limited to attending school regularly and punctually, providing lesson plans when absent, calling for a substitute, attending parent conference nights, submitting attendance in a timely manner, submitting marks and roll books on time and accurately, etc. In the event of such transferring, permanent teachers will be placed on the system-wide list, subject to the terms and procedures of the UTLA Contract.

Dismissal

I understand that I am subject to dismissal from LAUSD in accordance with existing law.

Signatures

I voluntarily elect to work at the Green Design Community School. I am signing this agreement to indicate that I understand and agree to the terms and conditions of my employment.

Name: _____

Date: _____

Principal: _____

Date: _____

Section 14 Attachment – Waiver/Staffing

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

**PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: December 1, 2010

School/Office: Green Design Community School **Local District/Division:** LD 7

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article IX-A

Waiver Description : (Describe the actions that require a waiver)

Staffing

- First year
- Hiring priority given to the counselor and 5 teachers on the design team
- Placement within the school is based on the PSC plan and student need, not on seniority
- After first year, hiring is not seniority based

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

The plan for the Green Design Community School is built on the strengths and expertise of the teachers and staff members on the design team. Their expertise will allow the instructional strategies to be rapidly and effectively implemented. The design team members have experience and knowledge in the core elements of the PD plan. Their expertise is necessary for the successful implementation of the school proposal, for the effectiveness of the high quality professional development that has been outlined in the proposal, and to support other teachers throughout the school year.

Staffing is critical at a small school, where every teacher must be fully committed to the mission and vision. The ability to hire teachers based on qualifications other than seniority will support students in achieving at the highest level possible.

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

Date

Section 14 Attachment – Waivers/Transfers

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

**PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: December 1, 2010

School/Office: Green Design Community School **Local District/Division:** LD 7

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article XI. 2.0

Waiver Description : (Describe the actions that require a waiver)

Transfers
- administrative (Governing Council) transfer of a teacher not meeting expectations

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

It is critical to the success of the Green Design Community School plan that every stakeholder commits to the mission and vision of the school and supports the development of a collaborative culture with shared responsibility and an intense focus on student success and achievement. In a small school, it is especially critical that every stakeholder be working together toward the same goal. The ability to transfer a teacher who is not meeting expectations and not trying to improve, or for a teacher to transfer themselves if they do not see themselves as a good fit for the school, is critical to the success of the school and its students.

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

Date

Section 14 Attachment – Waiver/Workhours

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

**PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: December 1, 2010

School/Office: Green Deisgn Community School

Local District/Division: LD 7

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article IX.

Waiver Description : (Describe the actions that require a waiver)

Work Hours and Schedule

- Additional on-site time requirement (1 hour)
- Tutoring requirements (100 minutes per week)
- Participation in at least one leadership council/team
- Required (compensated) professional development time (up to 25 days/year)
- Weekly professional development day moved to Monday

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

A majority of students at the Green Design Community School will be below grade level in English or math. An extended school day allows for an additional period to provide critical support and extension for students. Required tutoring after school for targeted students gives teachers the time and space to meet the critical educational needs of these students.

Participation and collaboration among teachers and other stakeholders is central to the plan for the Green Design Community School. The requirement that teachers serve on at least one leadership council or team and that they participate in additional, paid professional development supports the development of a culture of shared leadership and collaboration.

Moving the weekly professional development day to Monday will create the least complicated schedule. Students will attend all classes on Monday and alternate days of block scheduled classes during periods 1-6. This will keep the schedule consistent each week.

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

Date

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than **6:00pm on Wednesday, June 30, 2010**. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to psc@lausd.net.

APPLICANT TEAM INFORMATION

Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)*

**LAUSD D7/UTLA/Gage & Central Community School #3: Green Design School
Kelley Budding (323-240-1352) and Russ Thompson (323-242-1492)**

**Address: Local District 7
10616 S Western Ave
LA, CA 90047**

Phone Number: see above

Website (if applicable):
<http://gageandcentralschools.com/>

Email Address:
kbudding@lausd.net
rlt4802@lausd.net

School site for which your team is submitting a Letter of Intent

South Region HS #2

School type for which your team is applying

Small pilot school (500 students)

List the name and contact information of your design team members below:

Name:	Phone:	Email address:	School/Affiliation
1. Erica Hamilton			UCLA
2. Russ Thompson		rlt4802@lausd.net	LAUSD District 7 Dir. School Services
3. Christopher Arellano		carellano@utla.net	UTLA
4. Edgar Hernandez	n/a	eoh3818@lausd.net	Parent Liaison
5. Isaac Walker	n/a	n/a	Community Liaison
6. *Kelley Budding		kbudding@lausd.net	LAUSD, Title I Coord
7. Barbara Stam		bes2699@lausd.net	LAUSD Teacher, History
8.			
9.			
10.			
11.			
12.			

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- Traditional Pilot Network Partner ESBMM
 Independent Charter Affiliated Charter

Name of School **South Region High School #2**

Name of Applicant Group/Applicant Team **Gage and Central Community School #3: Green Design Community School**

Lead Applicant Kelley Budding; Russ Thompson

Title of Lead Applicant LAUSD Title I Coordinator; LD7 Director of Student Services

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Email Address **kbudding@lausd.net** and **rlt4802@lausd.net**

Website (if available): http://gageandcentralschools.com/

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT ENTITY*.
 The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
 The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
 The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement),

with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate “Service Plan for Students with Disabilities Assurances”.

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the “School Self Review Checklist” for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charter schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District’s established maximum enrollment for the school in question. Independent charter school operators understand

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and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Kelley Budding and Russ Thompson

Title of Lead Applicant LAUSD Title I Coordinator; LD7 Director of School Services

Signature of Lead Applicant _____ Date 11/28/2010

Name of Board President* _____

Signature of Board President* _____ Date _____

**The additional name and signature of the Board President is only applicable to organizations with*

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Applicant Team Name: Gage and Central Community School #1: Green Design Community School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>It is the principal's responsibility (with the support of the Special Education Clerk) to maintain the following publications and forms in the school office:</p> <ul style="list-style-type: none"> o <i>Are You Puzzled by Your Child's Special Needs?</i> brochure o <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> o <i>Student Enrollment form</i> o <i>Student Information Questionnaire for Parents and Guardians</i> o <i>Request for Special Education Assessment form</i> <p>The principal/special education clerk will prominently display information regarding the LAUSD Complaint Response Network/Parent Resource Network in the school office and in the parent/community welcome center.</p> <p>The school will use the following processes to identify students with disabilities who enroll in GDCS:</p> <ul style="list-style-type: none"> - Our school will use the standard LAUSD student enrollment form (Section D.1. identifies students who have received special education services, have a current Individualized Education Program or students with a Section 504 Plan). - Our school will use Welligent and ISIS, and the records directly transferred from the feeder or sending school will identify each student's special education needs and/or IEP/504 Plan. - After enrollment, the special education clerk will work with the RSP and SDP case carriers to identify all students with special needs in the school. - The case carriers will send a copy of each student's IEP to the student's advisor and grade-alike team, and use time during a PD meeting to discuss the IEP elements and address questions. <p>Staff Orientation</p> <ul style="list-style-type: none"> - As part of professional development¹ all teachers will: <ul style="list-style-type: none"> o Be trained in the Special Education Process as outlined in the LAUSD Special Education

¹ See Section 5: Professional Development for details

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Intervention Programs	<p>Policies and Procedures Manual (pg. 14).</p> <ul style="list-style-type: none"> ○ Be trained in the Response to Intervention Process ○ Be introduced to the special education programs offered at our school ○ Review student IEPs ○ Discuss and be trained in strategies for integrating students with special needs into the classroom ○ Be trained in differentiation, and classroom modifications ○ Collaborate with the RSP and SDP teachers to implement successful differentiation and classroom modifications <p>- Information regarding the Special Education Assessment Process, Response to Intervention Process and all relevant forms will be located in the Faculty Manual made available to all faculty members, with a copy located in the school office.</p> <p>Students with IEPs or 504 plans will receive individualized services provided and coordinated by the RSP/SDP teachers and paraprofessionals in accordance with the needs identified in the plans. These students will receive the services described on pages 9-11 in addition to the general education assessments and interventions described below.</p> <p>GDCS will use the Research-based Response to Intervention (RTI) process to identify and assist “at risk” students who are not receiving special education services. This process is introduced in Section 2.C Addressing the Needs of all Students (including Section 6 Appendix: RTI Process Chart), and contains the following steps:</p> <ul style="list-style-type: none"> - Conduct an initial assessment at the beginning of the year.² - Depending on the cut-offs and percentiles recommended within the assessment, students will be identified as “no intervention,” “Tier 1 intervention” and “Tier 2 intervention.” <ul style="list-style-type: none"> ○ Students identified as “no intervention” and will receive the following instruction: <ul style="list-style-type: none"> ▪ General Education Setting

² We are currently researching assessments, and are leaning towards the Renaissance STAR Reading and Math assessments.

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		<ul style="list-style-type: none"> ▪ Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum.³ ○ Students identified for “Tier 1” intervention will receive the following instruction/intervention <ul style="list-style-type: none"> ▪ General Education Setting with differentiated instruction and supplemental materials ▪ Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum. ▪ Advisor reviews assessment results with student; sets goals with student in ILP & creates a learning plan for the Learning Lab that will provide focused instruction on the student’s specific areas of challenge.⁴ ▪ After school Learning Lab time will be recommended ▪ Advisor informs parents about their child’s identification for Tier 1 Intervention and the goals, strategies and recommendations referenced above. ▪ Students will be monitored (through a follow up assessment⁵) every 8 weeks. ▪ If the student shows adequate growth (response to intervention); student will remain in Tier 1 intervention until the mid-year assessment. ▪ If the student does not show adequate growth (not responding to intervention) after 8 weeks; student will be identified for Tier 2 intervention. ○ Students identified for “Tier 2” intervention will receive the following instruction/intervention <ul style="list-style-type: none"> ▪ General Education Setting with differentiated instruction and supplemental materials ▪ Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum.

³ See Section 2.D. Instructional Strategies for details regarding the instructional strategies teachers will use across the curriculum.

⁴ See Section 2.C. Addressing the Needs of All Students for more details on the Learning Lab.

⁵ The follow-up assessments will be connected to the initial assessment (LAUSD Assessment Portal).

⁶ See Section 2.C. Addressing the Needs of All Students for more details on the Learning Lab.

⁷ The follow-up assessments will be connected to the initial assessment (LAUSD Assessment Portal).

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		<ul style="list-style-type: none"> ▪ Advisor reviews assessment results with student; sets goals with student in ILP & creates a learning plan for the Learning Lab that will provide focused instruction on the student's specific areas of challenge.⁶ ▪ After school Learning Lab time will be recommended ▪ Students will receive small group or 1-1 tutoring assistance during Learning Lab time ▪ Advisor informs parents about their child's identification for Tier 2 Intervention and the goals, strategies and recommendations referenced above. ▪ Students will be monitored (through a follow up assessment⁷) after 8 weeks ▪ If the student shows adequate growth (response to intervention); student will remain in Tier 2 intervention until the mid-year assessment ▪ If the student does not show adequate growth (not responding to intervention); student will be identified for a special education Student Success Team (SST).

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>Prevention⁸ <i>Campus-wide</i> All students at GDCS will follow the behavioral expectations outlined in the Gage and Central Community Schools behavior expectations for common areas. These expectations will be developed by the complex-wide Safe Schools Team in the weeks prior to the school opening, communicated to students during orientation and reaffirmed in the classrooms during the first week of school. However, at this point, we can articulate the expectations agreed upon at this time:</p> <ul style="list-style-type: none"> - each school will have a uniform, or specific colored polo shirt - all students will be at school and in class on time - all students will respect school property (because it is their property too) <p>To support positive behavior across the campus, all small schools will agree to enforce common consequences for not meeting behavior expectations (to be determined during the Safe Schools Team meetings prior to the school opening). To monitor behavior on campus, the Gage and Central Community Schools complex will employ LAUSD campus police, campus aides, and engage and train parent volunteers in our <i>Safety Volunteers</i> program to create a strict but respectful community policing environment where students know and are known by the people there to keep them safe.</p> <p>It is also important to note that the schools will participate in a healthy competition to encourage and celebrate positive behaviors such as regular attendance and minimal tardies by posting the small school's name on the Gage and Central brag board located in the Parent and Community Welcome Center.</p>

⁸ A detailed description of the Gage and Central and GDCS complex, small school and community safety plans, personnel, and organizing bodies can be found in Section 3.A Description of School Culture: *Building a Safe Community*.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p><i>Small School</i></p> <p>In addition to the campus-wide expectations, GDCS will establish, communicate and monitor behavioral expectations within the small school building and classrooms. Similarly, these behavioral expectations will be established by a committee of parents, students and teachers prior to the school opening, and communicated during the first week of school. Some examples of classroom expectations are:</p> <ul style="list-style-type: none"> - be prepared for class with paper, pen, notebook and reading material - participate in class activities, assignments and homework - act with respect towards classmates, teachers, substitutes and other guests: <ul style="list-style-type: none"> o listen while others are speaking o use appropriate language for the classroom o speak to others how you wish to be spoken to <p>Additionally, as part of our advisory curriculum, we will be addressing positive behaviors and habits of mind that will help our students to be successful in school and in life.⁹</p> <p>All small school and classroom behavior monitoring and consequences will be addressed by the school counselor and/or principal following our Positive Behavior Support Plan.¹⁰ As needed, students will be referred to the school police for more serious infractions such as violence or drugs.</p> <p>Finally, GDCS will celebrate positive behavior both individually through calling home for students who have done something well (see advisory details in Section 3) through student awards ceremony at the end of the</p>

⁹ See Our four-year plan in Section 2 for details regarding the focus Habits of Mind for each year.

¹⁰ See Section 3 Attachment – *Interim Positive Behavior Support Plan* for details

¹¹ See Section 3.A. Description of School Culture - *Building a Safe Community*

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		<p>semester and year, as well as through healthy competition between advisory classes regarding fewest tardies and highest attendance.</p> <p>Intervention A great deal of inappropriate or negative behavior is rooted in a lack of problem solving and communication skills, which result in fights. We will be addressing this issue campus-wide through implementing a student mediation program based on the Human Efforts Aimed at Relating Together (HEART) program to assist students in learning non-violent strategies for solving problems.¹¹ This work will be duplicated within GDCS through our advisory program which focuses on helping students develop the skills and habits that will help them to be successful problem solvers as well as advocates for self and others.</p> <p>Additionally, drug and alcohol use as well as other self-damaging and inappropriate behaviors can reflect poor coping skills for issues at home or social difficulties on campus. To address this, our Positive Behavior Support Plan will include Tier 1 interventions such as:</p> <ul style="list-style-type: none"> - conferences with an advisor, counselor and family (and case carrier if in special education) - referrals to individual counseling, drug cessation programs or support groups (on and off campus) <p>Finally, many inappropriate classroom behaviors are typically avoidance strategies for students who are facing academic challenges. It is very important to identify this factor and thus, as part of our Positive Behavior Support Plan, the initial triage team (counselor/principal) will review the student's grades and attendance in ISIS prior to making a decision regarding the appropriate intervention, which may include a discussion with the student's teachers, tutoring or additional Learning Lab time to address the learning challenges the student is facing.</p> <p>If a student is not responding to Tier 1 interventions, we will implement the following Tier 2 intervention process:</p> <ul style="list-style-type: none"> - Counselor (or case carrier for special education students) observes student in class to identify potential

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		<p>issues or triggers.</p> <ul style="list-style-type: none"> - Counselor/case carrier meets with students, the student’s grade-alike team and the student’s parent to address the issue, discuss specific positive behaviors or strategies to appropriately address the situation/issue/trigger. The agreements will be documented in a Behavior Support Plan/Agreement. - Student is referred to our IMPACT program. <p>If a student is not responding to Tier 2 interventions, we will implement the following Tier 3 intervention process:</p> <ul style="list-style-type: none"> - The BICM certified special education case carrier within our small school will review the existing documentation (referrals, observations, grades/progress reports & all interventions and related notes), and conduct a Functional Behavioral Assessment. - Based on the available data and assessment, the case carrier will work with the student, the student’s family and the student’s advisor to create an Individualized Behavior Support Plan that involves daily monitoring and rewards for positive behavior.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Necessary for Planning, will be provided	Description of Student Population	<p>The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500-student population, GDCS should expect to serve approximately 40-60 students who require special education services (either RSP & SDP¹²). Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, <i>along with</i> focused pullout sessions, direct support from specialists, <i>and</i> training for all teachers in how students learn and how to differentiate instruction.¹³</p> <p>Our students with special learning needs will spend a large part of their day in the least restrictive environment/general education classrooms where teachers will engage the class in differentiated instruction, and provide supplemental materials to support student learning. All of the teachers on the GDCS design team have experience with successfully integrating students with special learning needs (both RSP and SDP) into the general education classroom, as well as experience in co-teaching with special education teachers. One of our design team members was a teacher in the Special Day Program at Fremont High School, and contributed a great deal to the integration of students with special learning needs into the general education classrooms and overall culture of the SLC, a process in which all of the teachers on the GDCS design team also participated. As we add new teachers to our team, we will use our weekly PD time and new teacher mentoring to share our knowledge and experience to expand the capacity of the school to successfully integrate the students with special learning needs into the classrooms and overall school community.</p> <p>Additionally, as indicated in the research, it is important that our students with special learning needs receive supports within and outside of the general education classroom to be successful. We outline these supports below and in the “special education program description” section:</p> <ul style="list-style-type: none"> - For our students receiving resource specialist services (RSP), our RSP case carrier/resource specialist(s) will monitor student IEPs provide in-classroom assistance to students and teachers conduct pullout

¹² Services will either be provided through the Resource Specialist Program (RSP) or the Special Day Program (SDP).
¹³ Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.

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		<p>sessions and learning center/lab time as indicated on the student’s IEP. Since the students in the resource program spend the majority of their time in the general education setting, this teacher’s caseload will average 25-30 students.</p> <p>- For our students in the Special Day Program (SDP), our SDP case carrier/special education teacher(s) will monitor IEPs, provide in-classroom assistance to students and teachers, and conduct pullout sessions and self-contained classroom time as indicated on the student’s IEP. Since the students who qualify for the SDP program usually require more time in self-contained classrooms, this teacher’s caseload will average 10-15 students.</p> <p>We also recognize that as determined by the district’s special education division, we may be receiving students with MR, Autism and/or who require CBI. We recognize that some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include <i>every</i> student at GDCS in <i>at least</i> our advisory program so that <i>all</i> of our students will receive the social benefits of participating in a diverse learning environment. Additionally, GDCS has teachers with experience in successfully integrating students with MR and autism into a general education environment using grade-level and alternate standards, and (if such integration is requested by the parent or indicated on the IEP), will be able to provide professional development training (with the special education teacher) to all teachers who will be integrating students with these and similar disabilities into the classroom.</p> <p>Finally, it is important to note that students with learning disabilities will not be singled out or identified within the general education classroom. As part of the professional development that all teachers will receive, we will address strategies for co-teaching, in classroom support and teacher collaboration for supporting students with special learning needs.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Special Education Program Description	<p>As referenced above, our students with special learning needs will have access to grade-level standards-based education within the general education environment, with the supports in place to facilitate student success.¹⁴ In addition to the daily supports of our special education case carrier/teacher(s), GDCS will have the following supports within our special education program:</p> <ul style="list-style-type: none"> - One Learning Lab¹⁵ will be designated as a Learning Center available all day for individual pull out sessions and/or small group work time with a special education teacher. - Early and appropriate identification of students already receiving services (through our enrollment/identification process) and for students with special needs who are not receiving services through our Response to Intervention (RTI), SST and assessment process.¹⁶ - Early and frequent monitoring of each student's IEP with meetings held within the first 2 months of enrollment, mid-year and end-of-year. Additionally, each student's IEP will become part of their overall ILP that is used by all teachers at the school to direct the learning of the students, as well as used by the student him or herself to understand and engage with their own learning process. - Partnerships with organizations that provide additional supports for students with special needs, such as additional mental/physical health supports through St. John's Child and Wellness Center and independent living skills services through Partnership for Active Learning Services.¹⁷ - Staffing – as with the hiring of the general education staff, it is crucial that GDCS have autonomy in the hiring and evaluation of all special education staff (including special education aids). A key finding in research on special education inclusion is that collaboration between the special education staff and the general education staff is absolutely necessary.¹⁸ To address this our hiring and evaluation processes will

¹⁴ See above section and Section 3.D. Instructional Strategies for details regarding differentiation and supplemental materials.

¹⁵ See Section 3.C. Addressing the Needs of All Students for details regarding the Learning Labs at GDCS.

¹⁶ See Section 2 Attachment: *RTI Process*

¹⁷ See Section 9.B. Key Community Partnerships for more details.

¹⁸ Buell, Martha J., Hallam, Rena, Gangel-McCormick, Michael and Scheer, Scott (1999). A Survey of General and Special Education Teachers' Perceptions and Inservice Needs Concerning Inclusion. *International Journal of Disability, Development and Education*. 46(2) 143 - 156.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>include a focus on collaboration, as well as participation of the collaborating teachers, and the students who will be taught, and their parent(s)/guardian(s).¹⁹</p> <ul style="list-style-type: none"> - Professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching and co-teaching strategies that have been proven to facilitate the learning of students with learning disabilities.²⁰ - Participation of special education teachers and aides in weekly professional development sessions and grade-alike curriculum planning, implementation and reflection sessions. <p>Proper IEP identification, communication and monitoring are crucial to supporting students with special learning needs. We addressed the initial identification and communication process for IEPs within the “Search and Serve” section above. Once identified, we have the following process in place to support the successful implementation of a student’s IEP:</p> <p>GDCS will share one special education clerk with the PACS small school (serving no more than 150 students)²¹. This clerk will be responsible for:</p> <ul style="list-style-type: none"> - Calendaring IEP meetings in consultation with the student’s case carrier and parent/guardian (see below for information regarding when IEP meetings will be scheduled). - Communicating the IEP meeting date, time and location to the case carrier, principal, counselor, advisor, and grade-alike team, confirming attendance of the case carrier, an administrator (or designee) and the student’s advisor, and sending a reminder the day prior to the meeting to all participants (via email). - Communicating the IEP meeting date, time and location to the parent/guardian via phone in their primary language (& informing them that translation will be available at the meeting, and translation of the IEP is available upon request), and sending a reminder home with the student or via phone the day before the

¹⁹ See Section 12 “Staffing” for details.

²⁰ See section 2.D “Instructional Strategies” and section 5 “Professional Development” for details.

²¹ See Section 12. Staffing for details on shared personnel.

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		<p>meeting.</p> <ul style="list-style-type: none"> - Ensuring that the goals section of the IEP is mailed to the parent after the meeting. <p>Each student’s case carrier will be responsible for:</p> <ul style="list-style-type: none"> - Requesting an initial informal “meet and greet” IEP meeting upon the enrollment of every new student (at the beginning and throughout the year). - Requesting an annual IEP update meeting at least one month prior to the due date. - Completing the necessary updates and changes within Welligent after each IEP meeting. - Communicating IEP outcomes and goals to the student’s advisor and grade-alike team after the IEP meeting. <p>All IEP meetings will occur within the designated special education office within our small school office to provide for access to Welligent during the meeting and optimal privacy.</p> <p>We realize that getting a new school started will be a challenge, thus we have set the following goals for the future (to be implemented during the 2nd and 3rd years of operation):</p> <ul style="list-style-type: none"> - Three IEP meetings per year, with the ultimate goal of having a check-in at the beginning of the year, a mid-year check-in after the first semester and an end-of-the-year annual update and adjustment/changes based on the successes and challenges the student experienced during the year. - Engaging students more thoroughly in the IEP process by teaching them how to write their own IEP components.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>Please see the above section on “Interventions” for our Tier 1 and Tier 2 Response to Intervention Assessment process.</p> <p>If a student is not responding to our Tier 2 interventions, the student’s advisor (who is responsible for monitoring the students response to intervention) will refer the student to the school psychologist for a Student</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Study Team (SST). The SST referral will be made available to teachers online, within the teacher’s handbook and in the special education office. The form will include the following information:</p> <ul style="list-style-type: none"> - student information - including ethnicity to monitor referrals by ethnicity (and address issues of over-referral) - including ELL background and status to identify potential language issues that may be misinterpreted as special education issues. - background information checklist regarding the interventions attempted (with accompanying documentation: assessments, observations, student work samples, etc). This checklist will also include a requirement that the student’s cum is reviewed for interventions attempted prior to arrival at the school. - teacher’s perspective regarding students positive traits/areas of success, known reinforcers and specific reason for the referral. <p>Once the student is referred, the school psychologist will schedule an SST meeting with the student’s parent, general education teacher (advisor), administrator at which the school psychologist will also be present. During this meeting, the SST will develop a strategic and individualized intervention plan for the student, which will then be communicated to the student’s grade-alike team and implemented, and the student’s advisor will continue to monitor the student for response to intervention.</p> <p>If the student does not respond to the interventions outlined by the SST, the parent will be notified and then decide whether the student should be assessed for special education. If the parent requests assessment, the school psychologist will conduct the assessments to determine his or her special learning needs (and be assigned to a case carrier for an initial IEP meeting). If the parent does not request an assessment, the advisor and grade-alike team will continue with the Tier 2 assessments and interventions, and strategic interventions outlined by the SST.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Instructional Plan for students using grade level standards	<p>For a full description of our grade-level California content standards-based curriculum/planning, instructional strategies and supports for learners, please see Sections 2.B. Core Academic Curriculum, 2.B.ii. Curriculum Development, 2.C. Addressing the Needs of All Students, 2.D. Instructional Strategies, and 3.C. Professional Development-Teacher Orientation.</p> <p>The specific elements of the above referenced sections that are most relevant to this document are:</p> <p><i>Grade Level materials</i></p> <ul style="list-style-type: none"> - All students will have access to grade-level materials (Williams-approved textbooks and books/plays as well as timely reading materials from newspapers and magazines). - All students will receive supports for accessing grade-level materials including modified speech/repetition, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of formative assessments.²² - Students with special learning needs will be provided with supplemental reading materials that address the same topics and themes (we will be selecting our textbooks with the quality of supplemental materials as a major consideration). <p><i>Curriculum Planning</i></p> <ul style="list-style-type: none"> - All of our staff will use Understanding by Design (UBD) for curriculum development - Also referred to as “backwards planning,” the UBD approach to planning instruction <i>starts</i> with the learning objectives for a particular lesson or unit and works “backwards” to the assessments that will measure whether or not students have met the learning objectives, and then establishes the learning activities that will meet students where they are - draw on their prior knowledge and develop the skills and knowledge necessary to meet the

²² Fitzell, S.G. (2008). *Special Needs in the General Classroom: Strategies that Make it Work*. Manchester: Cogent Catalyst and Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, VA: The Association for Supervision and Curriculum Development.

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		<p>learning objectives.</p> <ul style="list-style-type: none"> - Our curriculum will also be planned and adjusted by the grade-alike teams during the weekly professional development meetings based on analysis of student assessments for specific skill needs. This is a strategy to focus on particular skills across the curriculum. <p><i>Accommodations and Modifications</i></p> <ul style="list-style-type: none"> - In addition to the above referenced supports, teachers in the general education classrooms will be provided with each student's IEP and monitored by the student's case carrier regarding implementation of the specific accommodations and modifications outlined in the student's IEP. - Some of the additional in-class accommodations may include: <ul style="list-style-type: none"> Front of room/proximity to teacher seating More time on projects/assignments/tests - Different ways of showing learning (projects, presentations, verbal exams) - Some of the additional in-class modifications may include: <ul style="list-style-type: none"> Differentiated rubrics and tasks - Pull-out sessions for specific skills concentration or work in the Learning Lab/Center <p><i>Data-based Decision-Making</i></p> <ul style="list-style-type: none"> - All students will be assessed at the beginning, middle and end of the year regarding basic skills and content knowledge. Analysis of these assessments occur during professional development time and examine common skills issues across the grade level. Grade-alike teams then utilize instructional strategies across the curriculum to address the identified skills or content area deficiencies. - Students who have been identified for RTI process Tier 1 or 2 interventions from the initial, middle or end of year assessments will receive differentiated instruction and supplemental materials in the core classes, more individualized attention in advisory and the Learning Lab (guided by a grade-alike or advisor-led analysis of the student's assessment results and classroom), and regular follow-up assessments to monitor the students response to intervention (done by the student's advisor).

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Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>- Students receiving special education services (Tier 3) will receive all of the above referenced assessments, supports and interventions. In addition, the student's case carrier will identify the student's specific skills and content area deficiencies through analysis of initial, mid-year and end-of-year assessments, as well as regular follow-up assessments. The case carrier will then provide the needed in classroom, pull-out session and learning lab/center supports to each student.</p>
		<p>Alternate standards are taught and assessed within the English Language Arts, mathematics and/or science content areas and indicated on the student's IEP. Students being taught the alternate standards take the California Alternate Performance Assessment (CAPA) and typically receive the majority of their instruction in a highly individualized, self-contained, and multi-grade classroom. However, in some cases, parents request that their child receive the alternate standards instruction within the general education classroom. In both cases, GDCS is prepared to provide our students with the indicated instruction and environment. Though the school building (SRHS#2) was not built with the small-sized, self-contained classrooms in mind and has a very limited number of general education classrooms, we have identified small teacher work rooms and a meeting space in the small school office that can be used by a special education teacher to teach self-contained classes of 6 or fewer students. Additionally, as mentioned above, our design team has teachers with experience in providing alternate standards instruction within the general education classroom. These teachers (and the special education teacher(s)/case carriers) will provide the necessary training and supports to general education teachers.</p> <p>It is important to note that whether the student is in the general education classroom or a self-contained classroom, it is the responsibility of the student's case carrier/teacher to develop and provide the teachers with the alternate standards curriculum, and formative/summative assessments. The case carrier will analyze the CAPA data for each student to develop a specialized learning plan that addresses the student's learning needs.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 13	Plan to provide Supports & Services	<p>The special education clerk, principal and case carrier will work with the LAUSD special education division to provide on-site support services for students with special learning and other needs. Some of these services are (but are not limited to):</p> <ul style="list-style-type: none"> - Speech and language - Audiological services - adaptive p.e. - occupational therapy - inclusion specialists for students with moderate to severe challenge (for inclusion in the general ed/least restrictive environment setting) <p>Each support provider/itinerant special education teacher will be introduced to the appropriate staff, locations and procedures by the special education clerk upon his/her initial arrival to the school. Then, he/she will be required to sign in and sign out for each visit, and be provided with a work station in the special education office (or other office if an IEP is being held) to complete the necessary updates/reports in Welligent.</p>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>The special education clerk, principal and case carrier will work with the LAUSD District Office of Transitional Services and the South Central Regional Center to provide students with important supports and services to facilitate their transition from high school to adult living. These services include, but are not limited to:</p> <ul style="list-style-type: none"> - Independent living skills (GDCS is partnering with Partnership for Active Learning Services, Inc. to provide independent living skills supports through the South Central Regional Center). - Introduction to the Regional Center and special needs/disabilities advocacy organizations - Transition services/information trainings for special education case carriers/teachers <p>At the school, the case carrier will be responsible for ensuring:</p> <ul style="list-style-type: none"> - that all students over 14 have completed an Individual Transition plan; and that steps of that plan are being followed.

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		<ul style="list-style-type: none"> - Students have completed a transition assessment (indicated in their IEP) prior to their 16 birthday - Students receiving a diploma, certificate of completion or aging out of the system have a “Senior Inventory” and “Summary of Performance” on file in their records (and are provided a copy). <p>Within the advisory class, all juniors and seniors will receive direct instruction, given information and partake in fieldtrips, job shadowing and internships that will prepare them for college and career. In addition to this, students with special learning needs and their parents will be invited to:</p> <ul style="list-style-type: none"> - Attend multiple transition-focused talks/meetings throughout the school year. - Attend college visits that include a focus on special education and disabled access and supports programs, locations and personnel – with the goal of also introducing our students to students with learning challenges currently attending the college. - Visit potential workplaces that accept and support individuals with learning or other disabilities – with the goal of also setting up internships for our students at these locations.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Access to Extra-Curricular/Non academic activities:	<p>The design team of GDCS has a history of integrating our students in special education into the overall culture of the school. In our small learning community (Pathways), students were fully integrated into the advisory program, electives classes, the student leadership class (which was taught by our special day program teacher), student activities, and clubs. At GDCS, we plan on building a similar inclusive environment as well as the inclusive culture that fosters a sense of connection and community among all students at the school.²³</p> <p>To that end, we will:</p> <ul style="list-style-type: none"> - fully integrate all students in special education into the advisory classes - to the extent that it is safe for the student(s), encourage all students in special education to participate in school activities and inter-mural sports – it is important to note that in the Pathways SLC inter-mural sports program, there were inclusion requirements for students typically excluded from competitive sports (younger students, female students and special education/disabled students). - encourage students in special education to participate in our small school and complex-wide leadership class – we feel that this is particularly important because having a student with special needs on the leadership team provides insight to needs that general education students might not think of when planning activities and events. - provide student mentors for students in special education to introduce them and help them adjust to new or unfamiliar environments such as dances, activities, and clubs - provide IEP information, supports and training to all electives teachers as well as core academics teachers.

²³ See Section 3.A. Description of School Culture for more details on developing an inclusive school culture

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Providing Extended School Year	<p>According to LAUSD Reference Guide 5276.1²⁴ “An IEP team may determine ESY is necessary when a student with disabilities demonstrates: (1) significant regression corresponding with limited recoupment of previously achieved skills; or (2) a loss of critical skills for students accessing the alternate curriculum; or (3) special circumstances or factors that indicate the need for ESY services.”</p> <p>To identify students in need of ESY, the IEP team will:</p> <ul style="list-style-type: none"> - gather the appropriate data (progress monitoring/IEP information, pre and post-test data before and after instructional breaks, various assessments, student work, observations and medical reports). - Analyze the data for: <ul style="list-style-type: none"> o issues of regression and recoupment o indication of the potential loss of independent functioning and critical self sufficiency skills over the summer (for students with severe disabilities) o identification of special circumstances that may necessitate ESY (at critical stage in development of life skills or absent due to medical issues) - Make a decision based on the data (this is done every year; a student’s access to ESY is not automatic) - Document the decision: <ul style="list-style-type: none"> o Provide rationale o Identify needs and goals for the ESY period o Identify support services the student will receive during ESY (support services the student receives during the year are not automatically carried into the ESY period) - Assist parent in completing the necessary application paperwork for ESY

²⁴ See REF 5276.1 (Nov 1, 2010) for details regarding the process and attachments that we will use as part of the process.

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Federal Court requirement	MCD Outcomes (to be woven among others)	<p>The below listed MCD outcomes are integrated into this service plan as well as throughout the entire Green Design Community School proposal:</p> <ul style="list-style-type: none"> 1: Participation in Statewide Assessments, English Language Arts 2: Participation in Statewide Assessments, Mathematics 3: Graduation Rate 4: Completion Rate 5: Reduction of Suspension 6: Least Restrictive Environment 7A: Least Restrictive Environment, SLD, SLI, OHI 7B: Least Restrictive Environment, MR, OI 8: Home School 9: Individual Transition Plan 10: Timely Completion of Evaluations 11: Complaint Response Time 12: Informal Dispute Resolution 13: Delivery of Special Education Services 14: Parent Participation at IEP Meetings 15: Timely Completion of IEP translations 16: Qualified Special Education Teachers 17: Behavioral Support Plans for students with Autism or Emotional Disturbance (as well as other students who need support) 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance

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All	<p>Professional Development</p>	<p>As part of our <i>Teacher Orientation Retreat</i>, all teachers will receive training on:</p> <ul style="list-style-type: none"> - Using differentiated materials in the general education classroom - Specially Designed Academic Instruction in English (SDAIE).²⁵ - The Responsiveness to Intervention Training (RTI) process - Grade-level assessments that we will be using at the beginning, middle and end of the year and how those (and additional) assessments work within the RTI process. <p>New teachers (and/or teachers new to the above-referenced strategies and processes) will receive mentor support from a special education or experienced teacher through class visits and weekly meetings.</p> <p>Special education teachers/case carriers will participate in the weekly professional development and planning sessions, and suggest/provide special education-focused input, information, supports and training as needed.</p>

²⁵ Resources: Fitzell, S.G. (2004). *Special Needs in the General Classroom: Strategies that Make It Work*. Manchester; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.

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Outcomes 6, 8, 16	Staffing/Operations	<p><i>Recruitment and hiring</i></p> <ul style="list-style-type: none"> - During the first year of operations we will have 375 students and we are required by UTLA to accept teachers from Fremont High School in relation to the number of students transferring. We expect to receive approximately 20-30 students receiving special education services (both RSP and SDP), which should translate into one RSP teacher and one SDP teacher. Our SDP teacher on the design team will take the SDP position and thus we will be receiving one RSP teacher transferring from Fremont High School. Our plan is to outreach to the special education department at Fremont as soon as we are approved for SRHS#2, share our plans with the teachers, and see who is interested in transferring. This recruitment process will also involve an introduction to our Elect-to-Work Agreement (if we are approved as a pilot) that will outline the additional responsibilities and time commitments required for all teaching staff at GDCS. - After our first year of operations, as our special education population grows with the overall population of the school (roughly 500 students with an expected special education population of 40-60 students), if the numbers increase enough to afford us additional special education position(s), we will recruit teachers based on word-of-mouth, through our connection at the teacher training program at Cal State Los Angeles, and through LAUSD job fairs. Applicants will be reviewed for the appropriate training, credentials and experience and then partake in an interview that will include the principal, a special education teacher, a general education teacher, a special education student (and parent if possible). - Our hope is that through the pilot schools or through direct negotiations with SEIU, we will also be able to identify, recruit and interview special education assistants/aids as well. Due to the highly collaborative nature of our work, it is crucial that we are permitted to hire staff who are interested in participating in a collaborative work environment. <p><i>Service Ratios and Clerical Support</i></p> <ul style="list-style-type: none"> - As referenced in the above section on expected student population, we expect to serve 20-30 RSP and SDP students during the 2011-2012 school year and 40-60 RSP and SDP students starting in year 2012. The ratios we expect for the first year are 5-10 students in the SDP and 20-25 students in RSP, then increasing

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		<p>to 10-15 students in SDP and 25-30 students in RSP.</p> <ul style="list-style-type: none"> - As referenced in the above IEP Process section - GDCS will share one special education clerk with the PACS small school (serving no more than 150 students)²⁶. This will provide the clerk with enough time to perform the duties outlined throughout this service plan as well as complete the necessary compliance checks and paperwork. <p><i>Specialized equipment and health protocols</i></p> <ul style="list-style-type: none"> - Every classroom at GDCS has large set of lockable closets that can be used to store smaller items such as headphones and specialized keyboards. - Every two classrooms share a lockable storage room that can be used to safely store larger equipment. - Additionally, there is space within the special education office to store equipments as needed. - Health protocols will be noted by the case carrier, shared with the student’s advisor and grade-alike team with an easily accessible copy kept in the small school office and with the school nurse.
	Fiscal	N/A

²⁶ See Section 12. Staffing for details on shared personnel.

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Outcome 14	Parent Participation	<p>Parent participation is very important for all students at GDCS and across the Gage and Central Community Schools Complex. Please see Section 3.E. Parental Involvement for details regarding the ways we will be incorporating parents into the culture and structures of both Gage and Central and GDCS. To summarize here, we will have:</p> <ul style="list-style-type: none"> - a complex-wide Welcome Center and Parent/Community coordinator - regular complex-wide chats regarding issues parents care about - a GDCS teacher/parent collaboration room - multiple ways for parents to partner with our small school (governing council, supervision, parent ambassadors, classroom observations) - regular celebrations and events for parents to attend - advisor-parent connections (which includes parent participation in the student’s goal development, achievement and celebration within their Individualized Learning Plans) - opportunities for anonymous parent input and feedback (which also includes, as indicated in the “Search and Serve” section above, a means for parents to contact LAUSD Complaint Response Network/Parent Resource Network if their complaints are not addressed in a timely manner). - translation available at all events/meetings where parents are present as well as in the office <p>In addition to the above referenced parental involvement elements for all students, parents of our students with special needs will:</p> <ul style="list-style-type: none"> - receive early notice and reminders for IEP meetings (that will be scheduled with their time/day preference in mind), and will receive the goals portion of the IEP in the mail shortly after the meeting. - be encouraged to participate in leadership bodies both campus-wide and within the small school - be invited to attend informal chats and more specific/detailed trainings regarding issues important to students in special education and their parents (such as the transition meetings referenced above).

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REQUEST FOR PROPOSALS**

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
COMPLEX-WIDE					
Complex-wide Personnel in place Section 3.A.	Year one	Operations Director	Complex-wide staff Section 12.A.	All complex-wide personnel have been hired, have clear job descriptions	Observation
Complex-wide Safety Plan Section 3.A.	Year one	Operations Director	Complex-wide Safety Staff	Complex-wide safety plan in place and communicated to all 4 principals	Complex-wide safety plan
Complex- and school-wide Leadership Structures Section 10.B.2	Year one	Operations Director	Participation of teachers, students, parents and community, G&C list-serve	Building Council Instructional Council Student Leadership Council Community Schools Cncl	Agendas & meeting notes (posted on list-serve) Meeting observation
Complex-Wide Welcome Center Section 3.E. and GDCS parental Involvement	Year one	Operations Director and GDCS principal	Parent/Community Coordinator & Welcome Center location	Complex-wide welcome center is operational (see specific description in Section 3.E.) and GDCS parent room vibrant	Center is decorated Information is up Parents are actively participating
Complex-Wide Career and College Center and GDCS Counselor grad checks	End of year one-continue through year 5	Operations Director GDCS Counselor	Career and College Counselor & C/C Center location	GDCS will have completed IGP for all student by the end of year 1	Data of students matriculating on time from each grade; ILP
Special Education Inclusion Section 2.C.	Year one - five September 2011 - 2016	All Principals & special ed teachers	PD/collaboration time & teacher participation	ILP/Learning Lab plans for each student in special ed IEP intro mtg complete	Dec. 2011 – ILP/LLP Ongoing – monthly grade checks for all students in

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PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
GDCS					special ed; IEP goals
Teacher Orientation Retreat Section 5.C.	Year one August 2011	Principal	Funding for 18 teachers x 15 days of PD (startup \$)	All teachers will have attended the T.O.R.	Teachers versed in instructional strategies; curr. for 1 st semester developed.
Positive Behavior Plan Established and Communicated	Year one Opening week	Principal & teachers	Positive behavior plan	Positive behavior plan doc Teachers know processes & have appropriate forms	Review of document Interviews with teachers Log of Behavior Referrals, actions
EL Inclusion Section 2.C.	Year one - five September 2011 - 2016	Principal & EL teachers	PD/collaboration time & teacher participation	ILPs/Learning Lab plans for each student in ESL	Dec. 2011 – ILP/LLP Ongoing – monthly grade checks for all students in ESL
Learning Labs Established Section 2.C.	Year one September 2011	Principal	10 Computer Carts (x30 computers); wireless access; All teachers hired; pilot status	10 computer carts with working wireless hubs Students have LAUSD ID for internet use/access All labs taught by core teacher (used as tutoring/hw time until plans put in ILP)	Observation Documentation of Student Access (permission forms) Student Grades
Instructional Strategies (implementing Green Ambassadors Curriculum) section 2/3 Professional Development 5D	Year one - five September 2011 - 2016	Principal, Teachers, Data/PD team leader	Professional Development & supports for teachers; Visit to Environmental Charter HS	Student-led projects Understanding By Design Differentiated Inst/SDAIE	Evidence of Green Ambassadors PBL & diff instr/SDAIE during classroom observations (princ); grades
Advisory & Individualized Learning	Year one - five October 2011 -	Principal & Advisors	All teachers hired; Advisory	Advisory Curriculum Menu Individualized Learning	Teacher handbook Observation & spot check of

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PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Plans Est Section 2.C.	2016		curriculum ILP structure/ntbks	Plans started	Individualized Learning Plans; Final Student ILP; grad rate
RTI Process Established Sections 4 & 6 and aligned with assessment timelines	Year one - five November 2011- 2016	Principal, Teachers	Above referenced PD time weekly PD time; access to LAUSD assessment portal; Learning Labs	All students have taken Initial Assessment Initial Assessment data analyzed (PD) Students identified for RTI process (PD)	Initial assessment data Summative and Formative assessment data Analysis RTI student ID list
CTE Course Sequence: Computer Aided Drafting: Bentley Microstation	Ideally, Year 1 August, 2011; year 2 at the latest	Principal, ROP	Recruitment of Teacher and training on use of software; purchase of highly powerful IBM computers; server	Plan for each student in tier 2/3 written in student's ILP (advisory) ILP implemented in Learning Lab Design Lab in place with trained teacher hired. Lesson plans prepared	Documentation in student ILP Observation in learning lab (using ILP as a guide) Budget; Purchasing; Human Resources/Adult Education; Students Enrolled